DOCUMENT RESUME

ED 118 803 CE 006 336

AUTHOR	Todd, Larry, Ed.
TITLE	Program Planning Guide for Florida Vocational Home Economics Education.
INSTITUTION	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.
PUB DATE	Jan 72
NOTE	161p.; Prepared by the Home Economics Education Department
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage
DESCRIPTORS	Behavioral Objectives; Consumer Education; Course Descriptions; Educational Accountability; Educational Assessment; *Elementary Secondary Education; Flow Charts; *Guidelines; Home Economics Education; *Occupational Home Economics; *Program Content; Program Guides; *Program Planning; State Standards; Teacher Education; Teacher Education Curriculum; Teacher Qualifications; Teacher Role
IDENTIFIERS	*Florida

ABSTRACT

The planning guide contains basic materials that are being used in vocational home economics education. Part 1, Program Planning, discusses goals for education in the nation and Florida, homemaking as an inherent component of vocational education, and vocational home economics (guidelines, funding, student organizations, and Florida goals). Graphic presentations include: scope chart of Florida vocational home economics, a career education model, curriculum development chart, and conceptual flow charts for early childhood through late adolescence in the educational areas of human development, management and family economics, food and nutrition, housing and home furnishings, and textiles and clothing. Comprehensive continuums of performance objectives are presented for the same educational areas. Course content by levels and course descriptions for K-12 and adult courses conclude Part 1. Part 2, a Teacher Handbook, describes the Vocational Education Amendments of 1968, educational assessment and accountability, instruction in vocational home economics, accreditation standards, and Florida Teacher Education Advisory Council guidelines. Also presented are State adopted text materials, components of individualized instruction, consumer education concepts, sources of research, promotion of home economics, other aspects of the program, guidelines for middle school programs, professional organizations, management of the home economics department, and names of the State home economics education staff. (MS)

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COMPREHENSIVE VOCATIONAL HOME ECONOMICS • TEXTILES & CLOTHING • FOOD & NUTRITION • MANAGEMENT & FAMILY ECONOMICS
HUMAN DEVELOPMENT • HOUSING & HOME FURNISHINGS

DEPARTMENT OF EDUCATION • TALLAHASSEE, FLORIDA • FLOYD T. CHRISTIAN/COMMISSIONER

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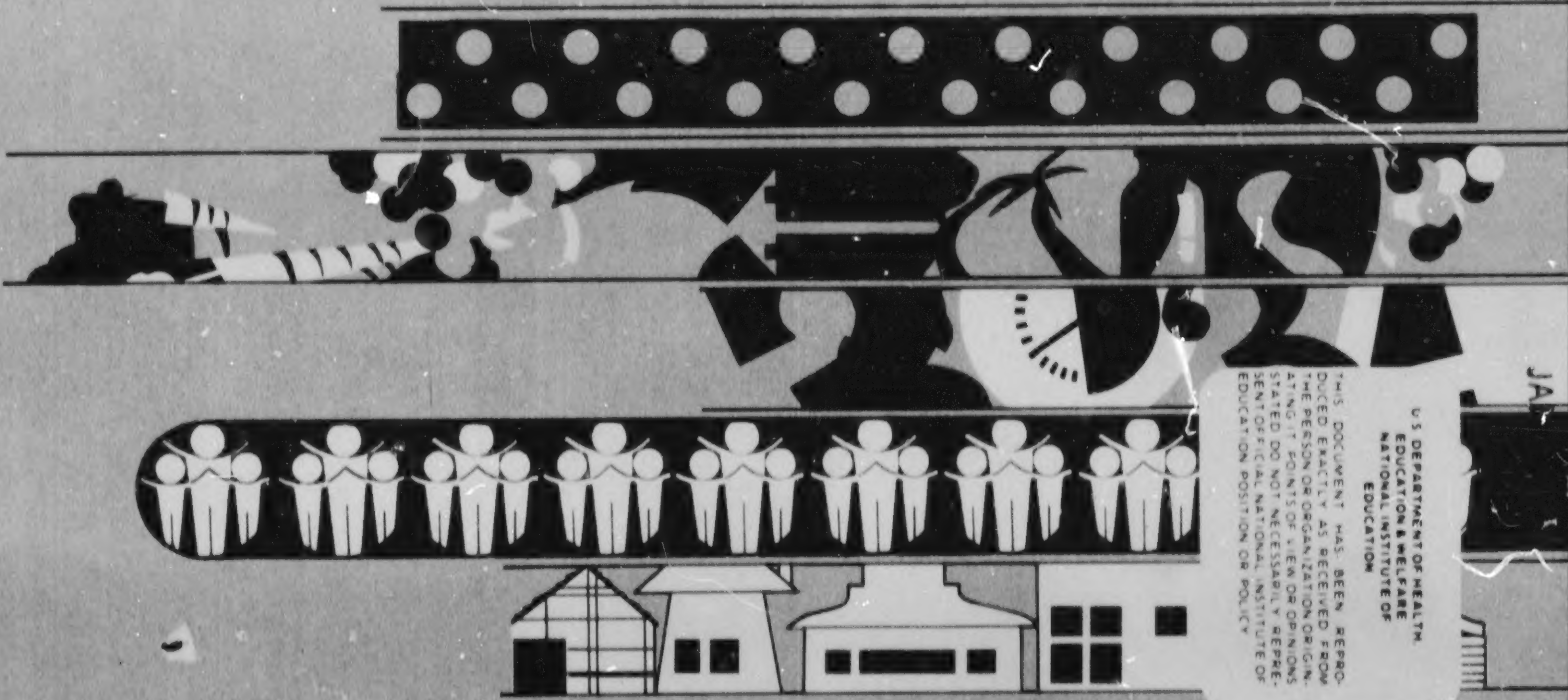

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PROGRAM PLANNING GUIDE

FOR

FLORIDA VOCATIONAL HOME ECONOMICS EDUCATION

DIVISION OF VOCATIONAL, TECHNICAL AND ADULT EDUCATION
CARL W. PROEHL, DIRECTOR
HOME ECONOMICS EDUCATION
ALLIE E. FERGUSON, ADMINISTRATOR

PREFACE

The responsibility of providing leadership to Vocational Home Economics Education in Florida as defined by the Home Economics Section, Division of Vocational, Technical and Adult Education, Department of Education, necessitates now more than ever before constant communication. As changes are envisioned, planned and effected in Florida and throughout the nation, it is imperative that home economics teachers and supervisors be involved. Such involvement seems to mandate the provision of foundation materials upon which to base home economics program development decisions.

In the forefront of excitement in education today is the concept of career education. Even earlier the Florida legislature provided for K-12 comprehensive vocational education in order to upgrade and expand the educational opportunities for students attending schools in Florida. In this way students are gradually introduced and oriented to the world of work and job opportunities before they begin to make vocational decisions and enter job training programs.

The Florida Vocational Home Economics Program Planning Guide contains basic materials that are being used at local, state and national levels in vocational home economics education. Input has been provided by countless persons, including several hundred home economics teachers. The guide is produced as working copy, subject to constant change. Therefore, it is intended that materials be removed as they become obsolete and that others be added as they become relevant.

Persons receiving the program planning guide are encouraged to share them with administrators, legislators, fellow professionals and lay persons. The Home Economics Section would greatly appreciate any suggestions or contributions that might further ensure improved vocational home economics education in Florida.

January, 1972

Allie E. Ferguson, Program Administrator
Home Economics Education

ACKNOWLEDGEMENTS

Materials included in the Florida Vocational Home Economics Program Planning Guide have been gathered from many sources and reflect the efforts of countless persons. Initial recognition is given to Dr. Carl W. Proehl for the leadership he provides for vocational education in Florida and throughout the nation and for his support to vocational home economics education.

Mr. C. M. Lawrence, Administrator, Programs and Services, approved the various components in regard to state and federal laws and regulations.

Over six hundred home economics teachers in Florida participated in workshops and drive-in conferences directed toward the development of goals and objectives. District home economics supervisors and coordinators have contributed extensively to the development of the ideas and materials used throughout the guide.

Mr. Larry Todd, Education Materials Specialist, is responsible for the final editing and processing of the guide for publication.

Miss Marta Foutz, Graphic Arts Specialist, prepared the cover design for the Program Planning Guide and for the five subject matter resource guides.

Miss Patti Boyd, secretary, devoted many hours to the typing of the manuscript.

Special acknowledgement is given to Mrs. Mary Ray, Broward County Home Economics Supervisor, who assisted in preparing many of the materials while on leave of absence from Broward County.

The State staff has provided the leadership and coordination for the above efforts as well as developing many of the materials included in the guide.

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PART I

PROGRAM PLANNING

NATIONAL EDUCATION GOALS

The NEA Journal in 1967 published a report on the current opinion of American school teachers in regard to the relevancy of the Seven Cardinal Principles of Education. These seven principles were first identified by the Commission on the Reorganization of Secondary Education, NEA, as a statement establishing the goals of public education in 1918. The Seven Cardinal Principles of Education include:

(1) Health
(2) Command of Fundamental Processes
(3) Worthy Home Membership
(4) Citizenship
(5) Vocation
(6) Worthy Use of Leisure
(7) Ethical Character

Many educators at the time considered the principles as radical and yet they significantly gave impetus to the transformation of the American high school from a specialized academic institution into a school designed to comprehensively prepare students for life, both in the present and in the future.

As in most instances, such a change did not take place immediately, and the American high school continues to struggle in efforts to free itself from the academic past. "The Cardinal Principles are as relevant today as they were in 1918", according to a scientifically selected cross section of the nation's public school teachers when polled by the NEA Research Division in recent years. However, the teachers felt that insufficient emphasis was actually being given to worthy use of leisure, worthy home membership and ethical character. They seemed satisfied with the stress being placed by school on health and command of fundamental processes. They were fairly well divided in their regard for the adequacy of emphasis being placed on citizenship and vocation. Secondary teachers as a group vigorously agreed that worthy home membership, use of leisure and ethical character were neglected.

FLORIDA GOALS FOR EDUCATION

With the increasing demand for educational accountability the Department of Education is making a concerted effort to clarify confusion and create a greater understanding in regard to the "Goals for Education in Florida". It is important that the public be fully informed about the quality and progress of public education. These broad goals have been defined for (1) student development and (2) the educational system itself.

These goals reflect the philosophy of education entertained by the state system and are subject to change as needed; they do not describe the curriculum and they do not depend upon current status. They are stated without regard to priority and were published in abbreviated form in the Monday Report, August 30, 1971*.

Goals for Student Development

I. COMMUNICATION AND LEARNING SKILLS. All students shall acquire, to the extent of their individual physical, mental and emotional capacities, a mastery of the basic skills required in obtaining and expressing ideas through the effective use of words, numbers and other symbols. Basic skills include reading, writing, speaking and arithmetic.

II. CITIZENSHIP EDUCATION. All students shall acquire and continually improve the habits and attitudes necessary for responsible citizenship. They should learn about various political systems, with emphasis on democratic institutions and develop skills required for participation in processes of political organizations.

III. OCCUPATIONAL INTERESTS. All students shall acquire a knowledge and understanding of the opportunities open to them for preparing for a productive life, and shall develop those skills and abilities which will enable them to take full advantage of those opportunities--including a positive attitude toward work and respect for the dignity of all honorable occupations. Students will learn about the fundamental economic structure of the American system and develop occupational competencies consistent with their interests, aptitudes and abilities. They shall also learn to plan and budget personal income.

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* Florida, Department of Education. Monday Report, Weekly Newsletter, (Tallahassee, Florida, August, 1971).

IV. MENTAL AND PHYSICAL HEALTH. All students shall acquire good health habits and understanding of the conditions necessary for the maintenance of physical and emotional well-being. They will learn benefits of personal hygiene, adequate nutrition and physical exercise as well as dangers of addiction and other aversive practices.

V. HOME AND FAMILY RELATIONSHIPS. All students shall develop an appreciation of the family as a social institution. They will develop an understanding of their roles as related to roles of other family members and shall understand the role of the family as a basic unit in the society.

VI. AESTHETIC AND CULTURAL APPRECIATIONS. All students shall develop understanding and appreciation of human achievement in the natural sciences, the social sciences, the humanities and the arts. They will learn about major arts, music, literary and drama forms and their place in the cultural heritage and learn to make critical evaluations of cultural offerings and opportunities.

VII. HUMAN RELATIONS. All students shall develop a concern for moral, ethical and spiritual values and for the application of such values to life situations. They will learn to understand themselves and appreciate and relate to persons of different social and ethnic groups.

Organizational Goals

DEVELOPMENT OF STRATEGIES. The Department of Education shall insure that instructional strategies developed for use in the state system of public education are designed to maximize the probability that all students will achieve appropriate educational objectives. Teaching/learning strategies shall meet personal needs of all students, shall be directed toward achievement of goals and objectives established for the state system and shall be developed in cooperation with and through the involvement of parents, students and lay citizens. Self-renewal of the public education system shall be insured through the creation of new knowledge about teaching and learning and the application of such knowledge to the development of tested alternatives to existing practice. Development of a variety of feasible alternative strategies for reaching educational objectives shall be insured through the application of systematic planning techniques, including analysis of probable consequences.

IMPLEMENTATION OF STRATEGIES. Instructional and administrative strategies shall demonstrate maximum efficiency and effectiveness in the achievement of appropriate objectives. Proven strategies shall be implemented on a continuing basis throughout the state system, maximum school/community participation shall be achieved in the implementation of strategies, and professional educators at all levels in the state system of public education shall participate in the decision-making process with respect to implementation of strategies.

EVALUATION. The performance of the state system of public education shall be evaluated in terms of the achievement of its students and the efficiency of its processes. Evidence of student learning shall be fully utilized in evaluating the effectiveness of school programs. Teaching/learning strategies shall be regularly evaluated on the basis of their effectiveness in bringing about the achievement of stated objectives and their efficiency in terms of resources expended. The principles of educational accountability shall be applied to all appropriate aspects of the state system of public education.

HOMEMAKING AS AN INHERENT COMPONENT OF VOCATIONAL EDUCATION

1. Homemaking is an occupation.

No one questions the funding of programs designed to replace the services which a homemaker customarily performs in the home such as household cleaning, preparation of food and caring for children. Why then should homemaking be questioned as a part of vocational education? Is it because a homemaker does not file a W2 form and does not pay for social security? Is actual money earned the only criterion for an occupation? In February, 1972, 28,300,000 American women were classified as "married, not in the labor force" performing jobs which the Chase Manhattan Bank equated at going rates of pay in the New York area, adding up to a minimum salary of $257.53 per week.

2. Employability and the role of the homemaker have much in common.

In 1968 the United States Congress reinstated homemaking as part of vocational education as consumer and homemaking education. The focus of home economics education has been traditionally to prepare girls for the vocation of homemaking. Now it is being asked to focus upon the dual role and upon employability. This concept may be as applicable to boys as it is to girls. Home economics has a great deal to offer in making youth and adults more employable as they assume the dual role of homemaker and wage-earner.

Therefore, a vocationally funded economics program should prepare all youth and adults for the world of work, including training for homemaking responsibilities. Knowledge and skills needed for homemaking include those pertaining to human development and relationships; feeding, clothing and housing families; consumer education and family economics and home management. If vocational education means educating for a specific job or cluster of jobs, then homemaking education most certainly fits that definition.

3. Employability skills are an integral part of vocational education.

Home economics has always emphasized those skills which make a person employable. Such skills include understanding oneself; relating positively to others; managing human and material resources; being sufficiently nourished to perform at optimum level on the job; respecting and caring for the working environment; and being groomed and dressed for the job. Such personal qualities make the difference between having or not having a job, between advancement and non-advancement on a job.

4. Homemaking has vocational dignity.

Giving homemaking dignity seems to be always a problem. Failure to respect this worthwhile occupation has resulted in personal and social problems. Perhaps this is one reason so many women have abdicated home responsibilities in order to seek vocational status by clerking in a store, waiting tables or pounding a typewriter.

5. An apprenticeship in homemaking is not enough.

It has been said that one can learn homemaking through living in a family. Unfortunately, the home from which many students come may not be the appropriate place for such an apprenticeship. We would not expect to turn out a good automotive mechanic from an apprenticeship in an inferior shop. Why should homemaking be any different?

6. Job training for parenthood is an economic necessity.

Education in family living and parenthood cannot be equated in terms of dollars and cents. Neglect of children is costing us millions of dollars annually. Taking care of children is work whether it is done at home by the mother or in a day care center.

7. Homemaking is not remunerated in terms of dollars and cents.

A homemaker who prepares a nutritious dinner for her family because she loves them uses the same skills as a maid in the home who works for money. Is a homemaker's assistant vocational and the homemaker not?

FLORIDA VOCATIONAL HOME ECONOMICS GOALS

Definition

Home economics is the field of knowledge and service primarily concerned with strengthening individual and family well being.

Home economics as a field synthesizes knowledge drawn from its own research, from the physical, biological and social sciences and the arts. It applies this knowledge to improving the lives of families and individuals.*

Five subject areas have been identified by the American Home Economics Association as comprising the field of home economics. There are: human development and the family, home management and family economics, foods and nutrition, textiles and clothing and housing.

Vocational home economics is concerned with those occupations which utilize the knowledge and skills inherent in the study of these subject areas. Such occupations include homemaking as well as wage earning occupations. The former is rewarded primarily by real income and the latter by money income.

Goals of Vocational Home Economics

The goals of vocational home economics in Florida are to provide for youth and adults, male and female, in or out of school; (1) exploratory experiences in occupations requiring home economics knowledge and skills; (2) preparation to enter the occupation of homemaking, either as a full-time homemaker or in the dual role of homemaker and wage-earner; (3) preparation for wage earning in occupations utilizing home economics knowledge and skills; (4) in-service for those who have already entered such an occupation but desire to upgrade or update their occupational knowledge and skills in order to achieve stability or advancement in employment; (5) preparation for personal and family consumer roles and responsibilities; (6) preparation for professional leadership.

Changes in Home Economics Education Concepts

Traditionally, home economics has been primarily concerned with training girls to be homemakers. Today, vocational home economics is dedicated to educating individuals for earning money on jobs based on home economics knowledge and skills in addition to homemaking. Such individuals may be employed as child care workers, food workers, food managers, clothing alterationists, custom dressmakers, laundry and dry cleaning aides, homemaker aides and many other home economics related jobs.

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* Concepts and Generalizations: Their Place in the High School Home Economics Curriculum Development. Report of a National Project, 1967, American Home Economics Assoc., Washington, D.C.

The commonality of competencies for both homemaking and wage earning makes it desirable to offer a basic unified program for both the occupation of homemaking and for earning wages in home economics related jobs. Courses may then be elected to provide the student with the specialized knowledge needed for job entry into specific occupations.

Societal Changes Affecting the Home Economics Program

1. The societal roles of men and women are changing.

In the past, home economics has been considered as a program for girls only. Today's vocational programs must be offered to both boys and girls, men and women. Almost half of all women, 18 to 64 years of age, are in the labor force. As women enter the labor force, homemaking is no longer the exclusive province of women. More and more men are assuming their fair share of homemaking duties as the women take on wage earning responsibilities. The basic home economics program must be restructured to appeal to boys as well as girls.

As men and women assume responsibilities in homemaking and wage earning, the need for courses in management of human and material resources become imperative.

The occupations which stem from home economics knowledge and skills are open to both sexes. The wage earning courses in food services, housing or even textiles and clothing are of equal interest and opportunity to all.

2. Skills in human relationships become vocationally important.

Most jobs are lost not because of lack of skill but because of difficulty in getting along with fellow workers, failure to accept responsibility or failure to carry out orders of superiors. This points to the need for courses in interpersonal relationships that are occupationally oriented for all students.

3. The high incidence of divorce and the rising rate of juvenile delinquency reflect the instability of family life.

A stable, happy home life contributes to a stable, happy worker. Students in high school have indicated again and again the need for a realistic marriage preparation course. Research and popularity of the many well-known advice columnists in the magazines and newspapers attest to the desperate need of youth and adults for some kind of help in interpersonal relations.

4. Business and industry increasingly serve individuals and families. Whereas persons traditionally have eaten at home, constructed and maintained clothes at home, slept at home and cared for children at home, trends are changing. Many persons now eat much of their food away from home; they buy ready-to-wear clothes; they sleep in hotels, motels and campers; and they entrust their children to a day-care center.

Legislative Changes Affecting the Home Economics Program

1. Industry demands personnel trained for job entry employment.

The Vocational Education Act of 1963 and the Amendments of 1968 mandated a change in home economics. The Act of 1963 forced home economics away from the traditional homemaking courses and toward gainful employment programs by providing money only for those programs that provide competencies in specific job clusters.

Part F of the Amendments of 1968 to the Vocational Education Act provided funds for home economics education emphasizing consumer and homemaking education. It also provided that at least one-third of all monies received in any state for Vocational Education must be spent for the culturally disadvantaged. Although home economics education has always emphasized consumer problems, this amendment mandates identification of consumer education in the program.

2. The Florida State Legislature emphasizes the imperative need for change in home economics.

Dr. Carl Proehl, Director of Vocational, Technical and Adult Education in Florida, said in a recent speech "The 'bell has rung' in the legislative halls. It is significant to note that legislation introduced into the 1970 session, had it been passed, would have fragmented and destroyed the entire home economics program in Florida as it is now constituted. Following the introduction of the bill which would have said in effect, 'You cannot use vocational dollars except in those programs that lead to immediate gainful employment on the job', I was not only concerned but alarmed at the turn of events, but not surprised....If we move quickly and decisively in the proper direction, that is begin to build programs for today's woman, in today's technology and in terms of today's labor demands.....we will have legislative support."

GUIDELINES OF VOCATIONAL HOME ECONOMICS

GOAL

To prepare individuals in home economics for career occupations.

OBJECTIVE

To assist individuals in acquiring knowledge and developing attitudes and skills that will enable them to function effectively as homemakers and wage-earners.

PROGRAM LEVELS

Elementary Level: Introductory experiences to acquaint students with the world of work.
Middle or Junior High Level: Exploratory experiences in home economics occupations.
Senior High Level: Proficiency-development experiences for employment in home economics occupations.
Post-secondary and Adult Level: Proficiency-development experiences for employment in home economics occupations.

PLANNING AND EVALUATION

Each teacher shall provide clearly stated program and course objectives and shall provide visibility of continuous intructional planning. Evidence of student performance in relation to stated objectives shall be provided.

Vocational Home Economics Education shall provide opportunities for students to develop competencies in:

- Leadership skills
- Occupational skills
- Relationship skills
- Management skills
- Social skills
- Employability skills
- Aesthetic skills
- Health practices
- Ethical practices
- Reading skills
- Mathematics skills
- Problem solving skills

Identified student competencies may be achieved through:

- Future Homemakers of America
- Extended experiences
- Home and community contacts

Classroom experiences
Laboratory experiences

PLANNING PERIOD

The teacher shall be provided at least one (1) period each day for instructional planning and evaluation. An additional period for executing home economics departmental responsibilities may be provided the chairman of a home economics department having three or more teachers.

SUBJECT-MATTER AREAS

Wage-Earning Home Economics	Consumer and Homemaking Education
Child Care, Guidance and Services	Human Development
Institutional and Home Management and Supportive Services	Management and Family Economics
Food Management, Production and Services	Food and Nutrition
Home Furnishings, Equipment and Services	Housing and Home Furnishings
Clothing Management, Production and Services	Textiles and Clothing

PROGRAM ORGANIZATION AND EMPHASES

Elementary school home economics: Home economics may be provided in the elementary school according to the philosophy and operation of the individual school.

Middle or junior high school home economics: Home economics offerings may be designed according to the philosophy and operation of the school. Courses may include six (6), twelve (12), eighteen (18) or thirty-six (36) weeks of instruction. For a thirty-six week offering, the program should include units in each of the subject-matter areas.

Consumer and Homemaking Education courses: One course in each of the subject-matter areas shall be taught at least every two years. Each course shall not exceed ninety hours, excepting Family Living, a year course that includes human development, management and family economics and housing and home furnishings. In the context of Florida Vocational Home Economics, human development emphasizes characteristics of human beings throughout the life cycle; personal, social and family relations; and responsibilities of parenthood. There shall be evidence that consumer education is taught as an integral part of each course.

Wage-earning Home Economics programs: Programs offered shall include not less than 180 hours of instructional experiences for a laboratory program. For a cooperative program there shall be a total of not less than 180 hours of job-related instruction plus fifteen hours of work per week.

Post-Secondary programs: Courses offered shall be designed for transfer of credit, proficiency improvement and completion of assoicate degree requirements. Length of courses shall be determined by the area vocational schools and the community or junior colleges concerned.

Adult Programs: Courses offered shall be for adults who desire and need homemaking skills or wage-earning competencies. Courses vary in length from 30 to 180 hours of instruction according to course and student objectives.

FUNDING

Monies for operating vocational home economics programs are derived from local, State and Federal sources. District policy, VTAE Division policy, State Board Regulations and Federal guidelines determine the utilization of such funds.

ENROLLMENTS

Enrollments shall be in accordance with State Board Regulations.

TRAVEL

Funds for teacher travel shall be in accordance with VTAE Division Policy.

INSTRUCTIONAL BUDGET

The local district shall provide funds sufficient for achieving stated program and student objectives. These funds shall be used for the purchase of equipment, instructional materials and consumable supplies.

CERTIFICATION

The teacher shall meet criteria as prescribed in Florida Requirements for Teacher Certification.

FACILITIES

Space, equipment and furnishings necessary to achieve program objectives shall be provided.

ADVISORY COMMITTEE

There shall be evidence that the program functions with the support of a local advisory committee. It shall be determined at the school level whether the program is served by a district, school or program level committee.

INSERVICE EDUCATION

The teacher shall devote not less than thirty (30) clock hours annually to inservice education experiences such as the annual VTAE Conference, curriculum workshops, inservice training workshops, drive-in conferences, professional organization meetings and conferences, staff development programs and participation on state and district committees charged with high level decision-making responsibilities (accreditation, certification, instructional materials, facilities, advisory, assessment, etc.)

FHA AND HERO - FHA

FHA, Future Homemakers of America, is a national organization of young men and women studying home economics in public and private schools through grade twelve. For information and materials from this level write to:

Future Homemakers of America
2010 Massachusetts Avenue, N.W.
Washington, D.C. 20036

FHA in Florida is a state association organized in ten districts and five areas, with each district served by a local adviser who assumes additional responsibilities in the position of District Adviser. Each area covers two districts and has an Area Supervisor. All ten districts are served on the state level by the FHA Adviser, who is also the Program Administrator of the Vocational Home Economics Section. There is a State FHA Advisory Board in addition to local chapter advisory boards.

FHA functions as a part of the Vocational Home Economics program in the schools, providing leadership opportunities to its members, as well as opportunities to extend and reinforce classroom learnings. Goals and projects are selected with the assistance of the state and national program of work materials, in line with individual local needs. Members are also assisted in meeting these goals through such materials as the State and National FHA magazines, The *Florida Future Homemaker* and *Teen Times*, the state chapter handbook, the new personal growth materials, *Encounter Self-Growth Through Future Homemakers of America*, audio-visual materials, periodic information packets during the year and other materials. Chapter, county, district, state, regional and national meetings also provide opportunities.

FHA Chapters may be of two types. The regular FHA chapter is for all home economics students, particularly those in Consumer and Homemaking classes. HERO-FHA (Home Economics Related

Occupations) Chapters are for students in wage-earning home economics classes. HERO-FHA members may affiliate through a regular FHA chapter if they wish.

FHA and Home Economics Education both have the same basic goal: to improve and develop the individual in relation to his family and society. One of the avenues available to the member is the personal growth program of the organization, Encounter, which provides opportunities for self-examination, organized growth, and self-evaluation. Growth may also be encountered through opportunities to run for a local, county, district, state or national office in the organization.

FHA offers you further information and help if you will contact your County Supervisor or Vocational Director, or write to:

Florida FHA Consultant
Department of Education
Knott Building
Tallahassee, Florida 32304

FUNDING VOCATIONAL HOME ECONOMICS

I. Federal Funds

   1. Vocational Education Act of 1968
   2. Elementary and Secondary Education Act

II. State Funds

   1. Minimum Foundation Program
   2. Educational Improvement Expense

III. Local Funds

Uses of Funds

I. Federal Funds

All vocational home economics teachers should be thoroughly familiar with the provisions of the Vocational Act of 1968. Contact the county director of vocational, technical and adult programs, the county supervisor of home economics, the area supervisor of home economics or the state office of home economics for a description and explanation.

The Vocational Education Act of 1968 is divided into several parts, several of which generate funds for home economics. (See p. 000). Generally speaking, these funds are distributed as follows:

Part B - Occupational Program. Part B provides funds for those programs which provide entry level competencies in the five identified clusters of occupations.

Part F - Consumer and Homemaking Education. Part F provides funds specifically for Home Economics and gives emphasis to the aspect of consumer and homemaking education. One-third of all monies received in the State from these funds must be spent for the education of the disadvantaged.

Part G - Cooperative Programs. Part G provides funds for programs in Home Economics which use the cooperative method of teaching and earning. Such programs provide a coordinator who is responsible for directing students into job situations.

The Elementary and Secondary Education Act provides funds for specific purposes. Each county has a definite plan for these funds and Home Economics can benefit. Contact the principal of the school to identify ways to be included in fund expenditures.

II. State Funds

1. Mimimum Foundation Program - provides a base allocation for each instructional unit represented by a full-time teacher.
2. EIE funds provide for the improvement of instruction through a plan agreed upon in the county. Each home economics teacher should participate in determining how these funds are used in that school district.
3. The "11th and 12th month" unit refers to the period between the end of one 10 month contract period. It is considered eight weeks in length. The district is granted an additional salary increment of the unit being earned by a teacher at the rate of 20% for the 8-week period.
4. Instructional Units for Post Secondary and Adult Programs - Units for post-secondary students, including those in area vocational-technical centers and for adults, will be earned on a full-time equivalency (FTE) formula. The number of full-time equivalent (FTE) students is based on student contact hours or pupil attendance hours. One student attending one hour of class is one student contact hour, and 810 student contact hours equals one FTE.
5. Special Teacher Service Units - One STS unit is earned for every 8 instructional units. Administrative, supervisory and coordinating personnel for Vocational-Technical and Adult Education programs may be provided by a district board through the use of STS units.

CHART OF VOCATIONAL HOME ECONOMICS IN FLORIDA

The chart on the opposite page identifies the scope of Vocational Home Economics in Florida. It does not depict programs or courses. It is designed in regard to opportunities for students of all ages and at all levels. The Home Economics Section subscribes to the philosophy of one program of home economics with two emphases - (1) consumer and homemaking education and (2) education for wage earning. Planned sequence of courses allows the student to achieve goals according to his occupational aspirations.

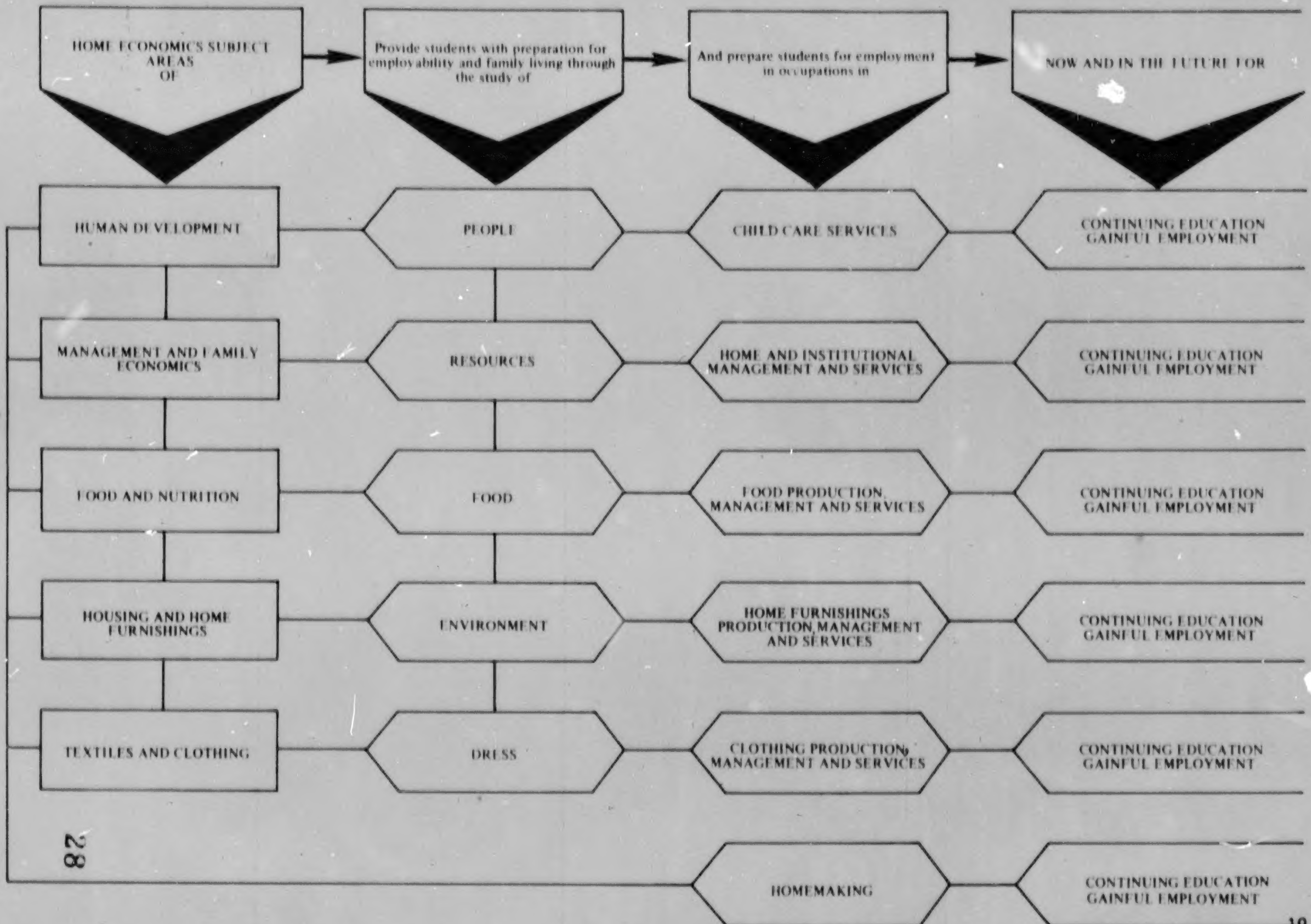
The first column of blocks refers to those subject-matter areas that have been identified by the American Home Economics Association and the Department of Health, Education and Welfare under the discipline of Home Economics. Human Development includes courses in child development; human development; personal, social and family relationships; child care services; and care of the elderly. Focus is placed on consumer education and home management in the area of Management and Family Economics; however, consumer education and management concepts are integral parts of each of the subject-matter areas. All subject-matter areas emphasize the well-being of individuals and of families.

The second column of blocks refers to broad skill areas that everyone needs to perform successfully on the job or in the home: each person needs a realistic self-concept and the ability to manage his human and material resources is of utmost importance; he should know his nutritional needs and how they may be served through food selection and consumption; he must respect and properly treat his working environment; and few would deny the value of appearance, including grooming and dress, on the job and in the home.

The third column identifies occupational fields for persons with home economics training, including the occupation of homemaking. It is at this level that the student specializes in education and training for the occupation of his choice. Each job, however, includes skills from the blocks in the second column.

The fourth column indicates that a person may begin to work in a job or continue with his education to a higher level or for increased skill. Students entering any occupation from a home economics education program are prepared for the dual role of homemaker and wage earner so important to both men and women today.

VOCATIONAL HOME ECONOMICS IN FLORIDA


HOME ECONOMICS SUBJECT AREAS OF
Provide students with preparation for employability and family living through the study of
And prepare students for employment in occupations in
NOW AND IN THE FUTURE FOR
HUMAN DEVELOPMENT
PEOPLE
CHILD CARE SERVICES
CONTINUING EDUCATION GAINFUL EMPLOYMENT
MANAGEMENT AND FAMILY ECONOMICS
RESOURCES
HOME AND INSTITUTIONAL MANAGEMENT AND SERVICES
CONTINUING EDUCATION GAINFUL EMPLOYMENT
FOOD AND NUTRITION
FOOD
FOOD PRODUCTION, MANAGEMENT AND SERVICES
CONTINUING EDUCATION GAINFUL EMPLOYMENT
HOUSING AND HOME FURNISHINGS
ENVIRONMENT
HOME FURNISHINGS PRODUCTION, MANAGEMENT AND SERVICES
CONTINUING EDUCATION GAINFUL EMPLOYMENT
TEXTILES AND CLOTHING
DRESS
CLOTHING PRODUCTION, MANAGEMENT AND SERVICES
CONTINUING EDUCATION GAINFUL EMPLOYMENT
HOMEMAKING
CONTINUING EDUCATION GAINFUL EMPLOYMENT

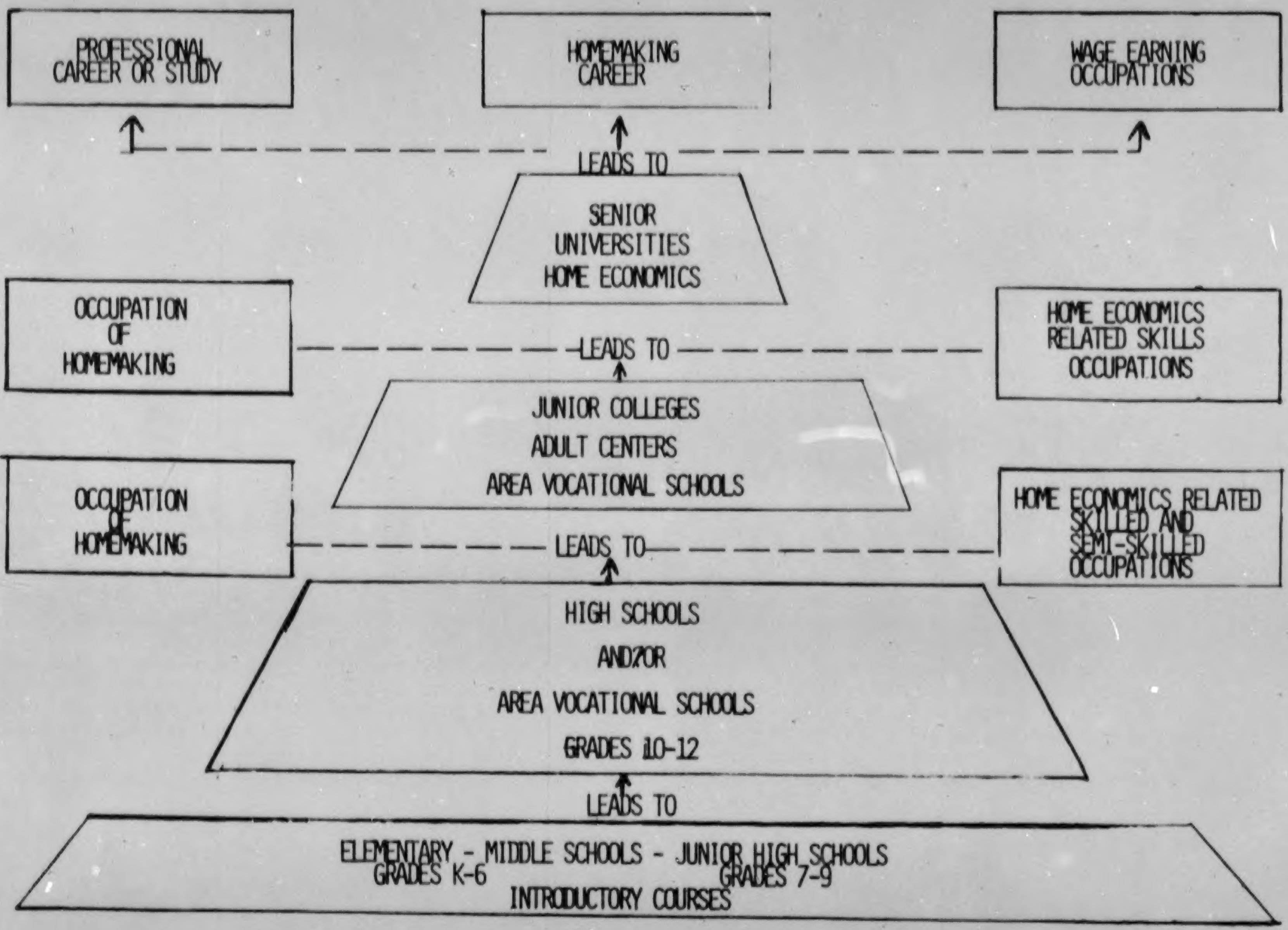
CAREER EDUCATION......A HOME ECONOMICS MODEL FOR IMPLEMENTATION

Career education is a comprehensive educational program focused on careers, which begins in grade one or earlier and continues through the adult years. For elementary and secondary education, basic subjects are structured around the theme of career opportunities and requirements in the world of work. During the elementary years, students are introduced to the wide range of jobs in the society including required roles and requirements. At the middle and junior high levels, students explore clusters of occupations through hands-on experiences, study trips and classroom experiences. At the senior high level, students may prepare for immediate entry on the job, postsecondary occupational education or college.

The U.S. Office of Education has selected career education as a major program priority. Dr. Sidney P. Marland, U.S. Commissioner of Education, in his speech before the National Association of Secondary School Principals in Houston, Texas, on January 23, 1971, stated that "career education will be one of a very few major emphases of the U.S. Office priority areas in which we intend to place maximum weight of our concentrated resources to effect a thorough and permanent improvement."

The first two charts on the following pages identify the contributions of home economics education in Florida at the various levels selected by the U.S. Office of Education. The additional charts and continuums were developed by the Home Economics Section, Division of Vocational, Technical and Adult Education, Department of Education, State of Florida. They reflect input of teachers, supervisors and administrators throughout Florida and have served as the foundation of further curriculum development in Vocational Home Economics Education in Florida.

FLORIDA HOME ECONOMICS EDUCATION PROGRAMS

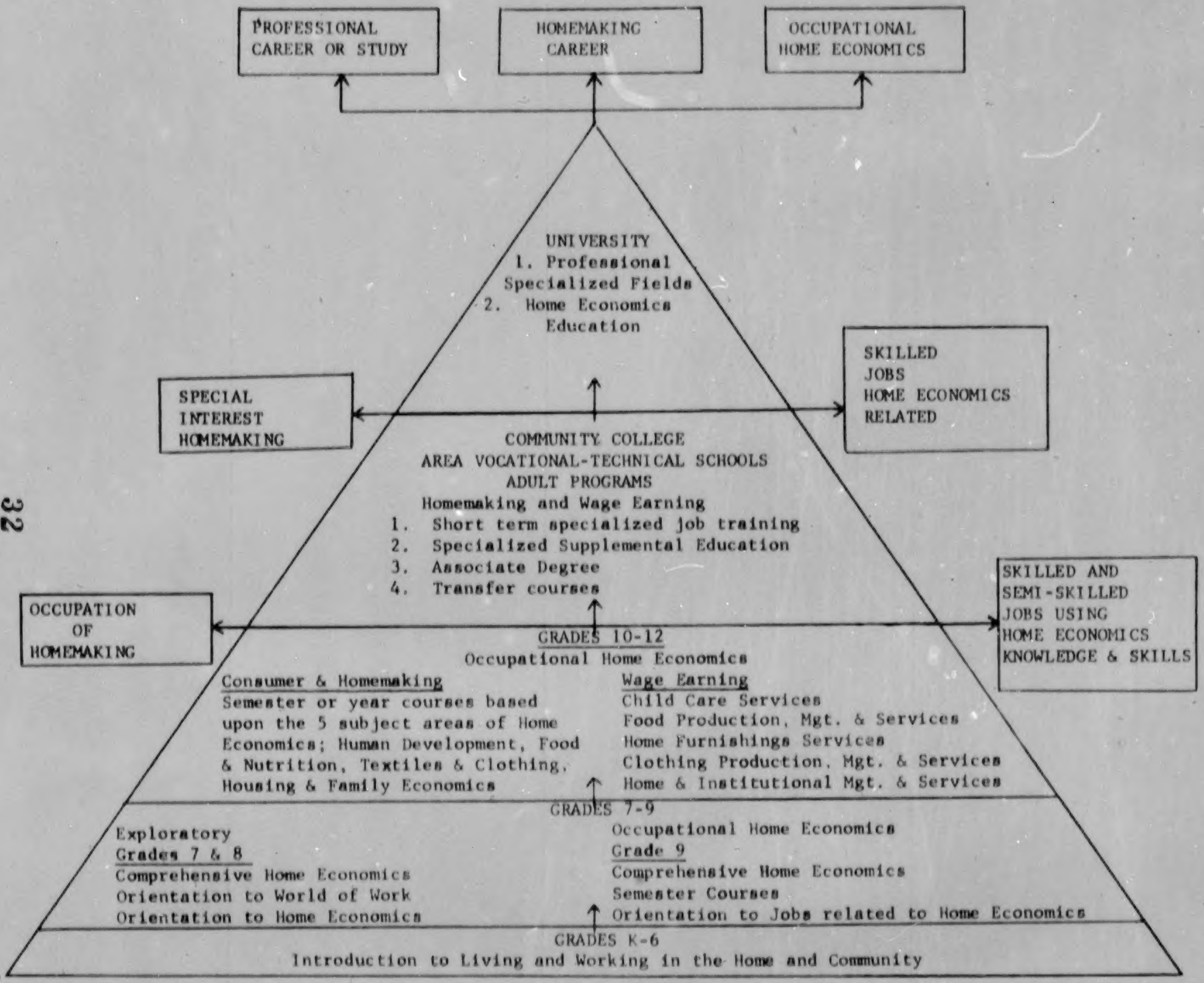

PROFESSIONAL CAREER OR STUDY
HOMEMAKING CAREER
WAGE EARNING OCCUPATIONS
LEADS TO
SENIOR UNIVERSITIES HOME ECONOMICS
OCCUPATION OF HOMEMAKING
LEADS TO
HOME ECONOMICS RELATED SKILLS OCCUPATIONS
JUNIOR COLLEGES
ADULT CENTERS
AREA VOCATIONAL SCHOOLS
OCCUPATION OF HOMEMAKING
LEADS TO
HOME ECONOMICS RELATED SKILLED AND SEMI-SKILLED OCCUPATIONS
HIGH SCHOOLS
AND/OR
AREA VOCATIONAL SCHOOLS
GRADES 10-12
LEADS TO
ELEMENTARY - MIDDLE SCHOOLS - JUNIOR HIGH SCHOOLS
GRADES K-6
GRADES 7-9
INTRODUCTORY COURSES

CAREER EDUCATION LEVELS AND HOME ECONOMICS EMPHASES

CAREER Education is a comprehensive educational program focused on careers, beginning in the first grade or earlier and continuing through the adult years. In elementary and secondary education, the program includes a structuring of basic subjects around the theme of career opportunities and requirements for the world of work.

In elementary school, students are informed about the wide range of jobs in our society and the roles and requirements involved. In junior high school students may explore several occupational clusters through hands on experiences and field observations as well as through classroom instruction. Senior high schools provide opportunities for in-depth exploration of specific occupations and for gaining proficiency and specialization in a selected occupational area. They may (1) receive intensive job preparation for entry into the world of work immediately upon leaving high school, (2) prepare for post-secondary occupational education, or (3) prepare for entering college. Consequently, each student leaves the system with at least entry-level job skills or with facility in basic academic subjects sufficient to qualify for further education.

Career education not only provides job information and skill development, but also helps students to develop attitudes about the personal, psychological, social and economic significance of work. Extensive guidance and counseling activities assist the student in developing self-awareness and in matching his interests and abilities against potential careers. Finally, placement in an entry-level job or further education is guaranteed every student involved in an effective career education program.


PROFESSIONAL CAREER OR STUDY
HOMEMAKING CAREER
OCCUPATIONAL HOME ECONOMICS
UNIVERSITY
1. Professional Specialized Fields
2. Home Economics Education
SPECIAL INTEREST HOMEMAKING
SKILLED JOBS HOME ECONOMICS RELATED
COMMUNITY COLLEGE
AREA VOCATIONAL-TECHNICAL SCHOOLS
ADULT PROGRAMS
Homemaking and Wage Earning
1. Short term specialized job training
2. Specialized Supplemental Education
3. Associate Degree
4. Transfer courses
OCCUPATION OF HOMEMAKING
SKILLED AND SEMI-SKILLED JOBS USING HOME ECONOMICS KNOWLEDGE & SKILLS
GRADES 10-12
Occupational Home Economics
Consumer & Homemaking
Semester or year courses based upon the 5 subject areas of Home Economics; Human Development, Food & Nutrition, Textiles & Clothing, Housing & Family Economics
Wage Earning
Child Care Services
Food Production, Mgt. & Services
Home Furnishings Services
Clothing Production, Mgt. & Services
Home & Institutional Mgt. & Services
GRADES 7-9
Exploratory
Grades 7 & 8
Comprehensive Home Economics
Orientation to World of Work
Orientation to Home Economics
Occupational Home Economics
Grade 9
Comprehensive Home Economics
Semester Courses
Orientation to Jobs related to Home Economics
GRADES K-6
Introduction to Living and Working in the Home and Community

CURRICULUM DEVELOPMENT IN HOME ECONOMICS

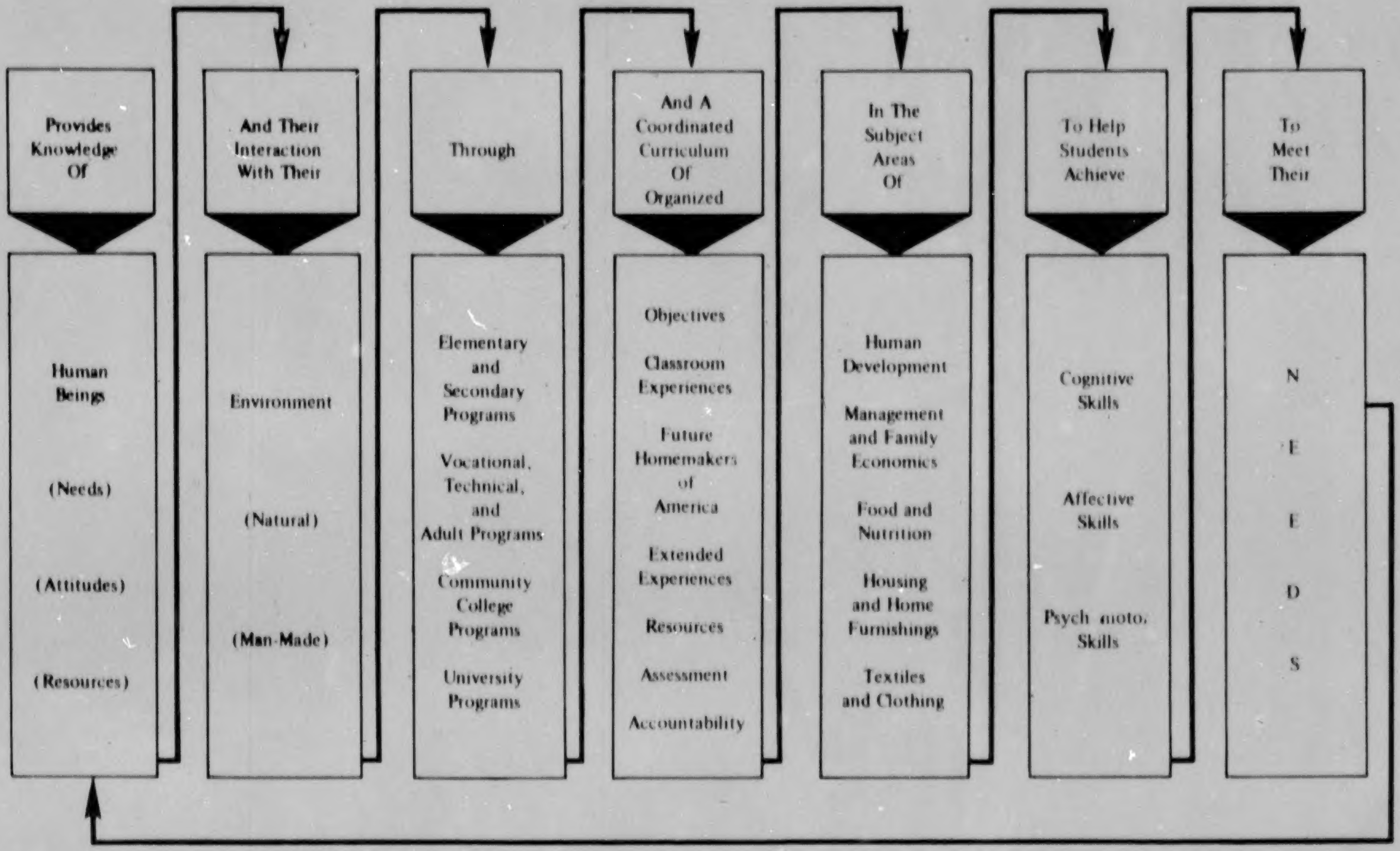
All aspects of home economics education in Florida, including the development of programs, courses and materials, exist for one major purpose - PEOPLE. Teachers, supervisors, administrators, consultants and specialists utilize the process on the opposite page in identifying the various ways of serving the educational population in home economics.

In columns one and two, foremost consideration is given to the students to be taught - basic physical and psychological needs of individuals according to the developmental tasks during the lifelong process; the values to which they adhere and the ways in which they feel about social issues in today's world; and the various human and material resources that teachers and students may bring to the learning situation. It is also vital that educators be cognizant of the many aspects of the environment with which human beings constantly interact. Many persons now believe that too little recognition has been given to the natural environment as man seeks to cope with the technological society that he has created.

Column three refers to the educational community of today as it consists of many different kinds of schools. This chart relates to those broad programs that have been identified in the major divisions of the Florida Department of Education. These represent the administrative guidelines of program operation. In column four the components of curriculum may be recognized as equally relevant for other disciplines, substituting the term "youth organization" for Future Homemakers of America.

All home economics education in Florida may be related to one or more of the identified subject areas in column five. These areas provide content with which to relate efforts in assisting students to achieve a variety of skills. In column six cognitive skills are those learnings, sometimes classified as intellectual, that students need to function successfully in the home and on the job. Affective skills include the attitudes, values, interests and appreciations of students in regard to the various subject areas. Psychomotor skills are of particular importance in vocational education as students acquire occupational competency. The total educational process is directed toward assisting the student to meet his total needs. This may necessitate returning to any one or more aspects of the process for review, reinforcement or modification of learning and learning conditions.

VOCATIONAL HOME ECONOMICS EDUCATION


Provides Knowledge Of
Human Beings
(Needs)
(Attitudes)
(Resources)
And Their Interaction With Their
Environment
(Natural)
(Man-Made)
Through
Elementary and Secondary Programs
Vocational, Technical, and Adult Programs
Community College Programs
University Programs
And A Coordinated Curriculum Of Organized
Objectives
Classroom Experiences
Future Homemakers of America
Extended Experiences
Resources
Assessment
Accountability
In The Subject Areas Of
Human Development
Management and Family Economics
Food and Nutrition
Housing and Home Furnishings
Textiles and Clothing
To Help Students Achieve
Cognitive Skills
Affective Skills
Psych moto. Skills
To Meet Their
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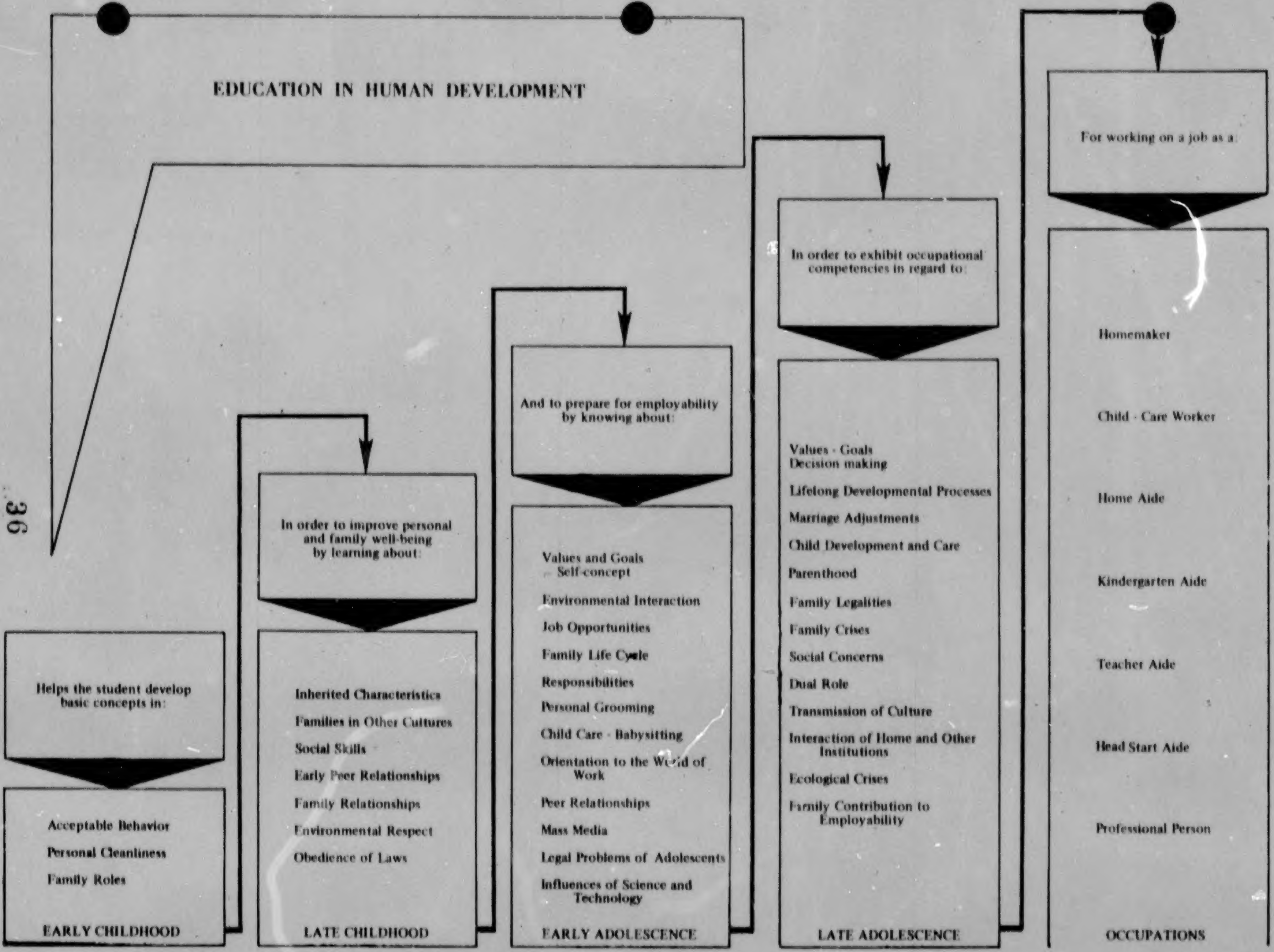
CONCEPTUAL FLOW CHARTS

The five conceptual flow charts beginning on the following page represent an effort to identify those concepts, broad in scope, to which students at various levels might relate. The levels of early childhood, late childhood, early adolescence and late adolescence are based on a study of Havinghurst's approach to developmental tasks. Other designs for grouping may have provided a more comfortable setting for traditional home economics programs, but at this time there seemed to be a greater need to establish a structure that would provide maximum flexibility. It is at this point that no effort was made to relate concepts to present organizational and operational structures such as elementary, middle and junior and senior high schools.

It is obvious that such charts would have been incomplete had no attention been given to the various job opportunities for which home economics students are educated. The homemaker and the professional person are common to each of the five charts. The other titles refer to those workers with specialized education and training in the major subject-matter area at the top of the page for a specific kind of job situation.

Although emphasis in the various concepts might be most appropriate at the given level, it is suggested that any student deficient in a concept acquire basic knowledge and skills in that regard before preceding further into the program.



EDUCATION IN HUMAN DEVELOPMENT

Helps the student develop basic concepts in:

- Acceptable Behavior
- Personal Cleanliness
- Family Roles

EARLY CHILDHOOD

In order to improve personal and family well-being by learning about:

- Inherited Characteristics
- Families in Other Cultures
- Social Skills
- Early Peer Relationships
- Family Relationships
- Environmental Respect
- Obedience of Laws

LATE CHILDHOOD

And to prepare for employability by knowing about:

- Values and Goals – Self-concept
- Environmental Interaction
- Job Opportunities
- Family Life Cycle
- Responsibilities
- Personal Grooming
- Child Care - Babysitting
- Orientation to the World of Work
- Peer Relationships
- Mass Media
- Legal Problems of Adolescents
- Influences of Science and Technology

EARLY ADOLESCENCE

In order to exhibit occupational competencies in regard to:

- Values - Goals Decision making
- Lifelong Developmental Processes
- Marriage Adjustments
- Child Development and Care
- Parenthood
- Family Legalities
- Family Crises
- Social Concerns
- Dual Role
- Transmission of Culture
- Interaction of Home and Other Institutions
- Ecological Crises
- Family Contribution to Employability

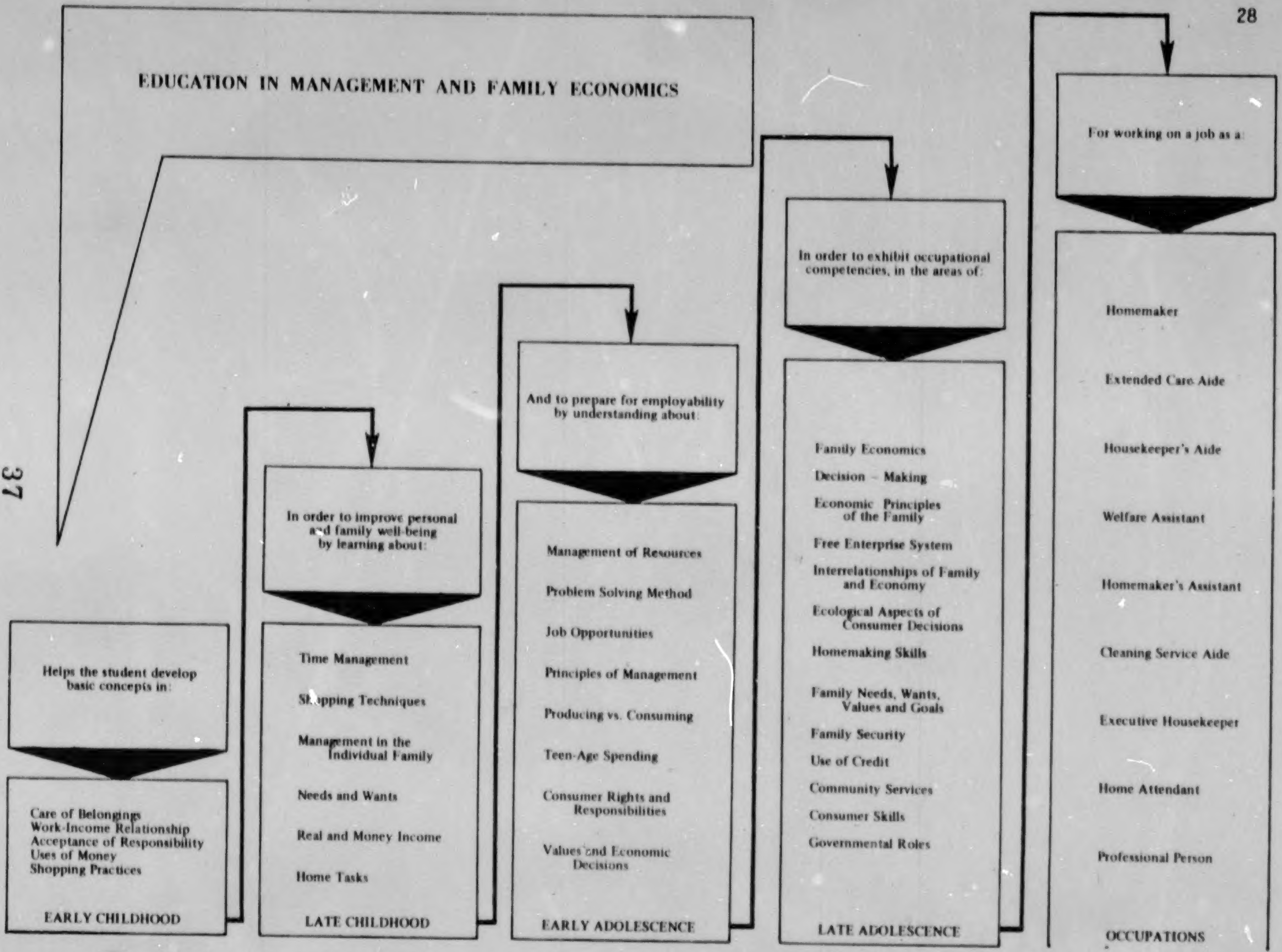
LATE ADOLESCENCE

For working on a job as a:

- Homemaker
- Child - Care Worker
- Home Aide
- Kindergarten Aide
- Teacher Aide
- Head Start Aide
- Professional Person

OCCUPATIONS

EDUCATION IN MANAGEMENT AND FAMILY ECONOMICS



Helps the student develop basic concepts in:

- Care of Belongings
- Work-Income Relationship
- Acceptance of Responsibility
- Uses of Money
- Shopping Practices

EARLY CHILDHOOD

In order to improve personal and family well-being by learning about:

- Time Management
- Shopping Techniques
- Management in the Individual Family
- Needs and Wants
- Real and Money Income
- Home Tasks

LATE CHILDHOOD

And to prepare for employability by understanding about:

- Management of Resources
- Problem Solving Method
- Job Opportunities
- Principles of Management
- Producing vs. Consuming
- Teen-Age Spending
- Consumer Rights and Responsibilities
- Values and Economic Decisions

EARLY ADOLESCENCE

In order to exhibit occupational competencies, in the areas of:

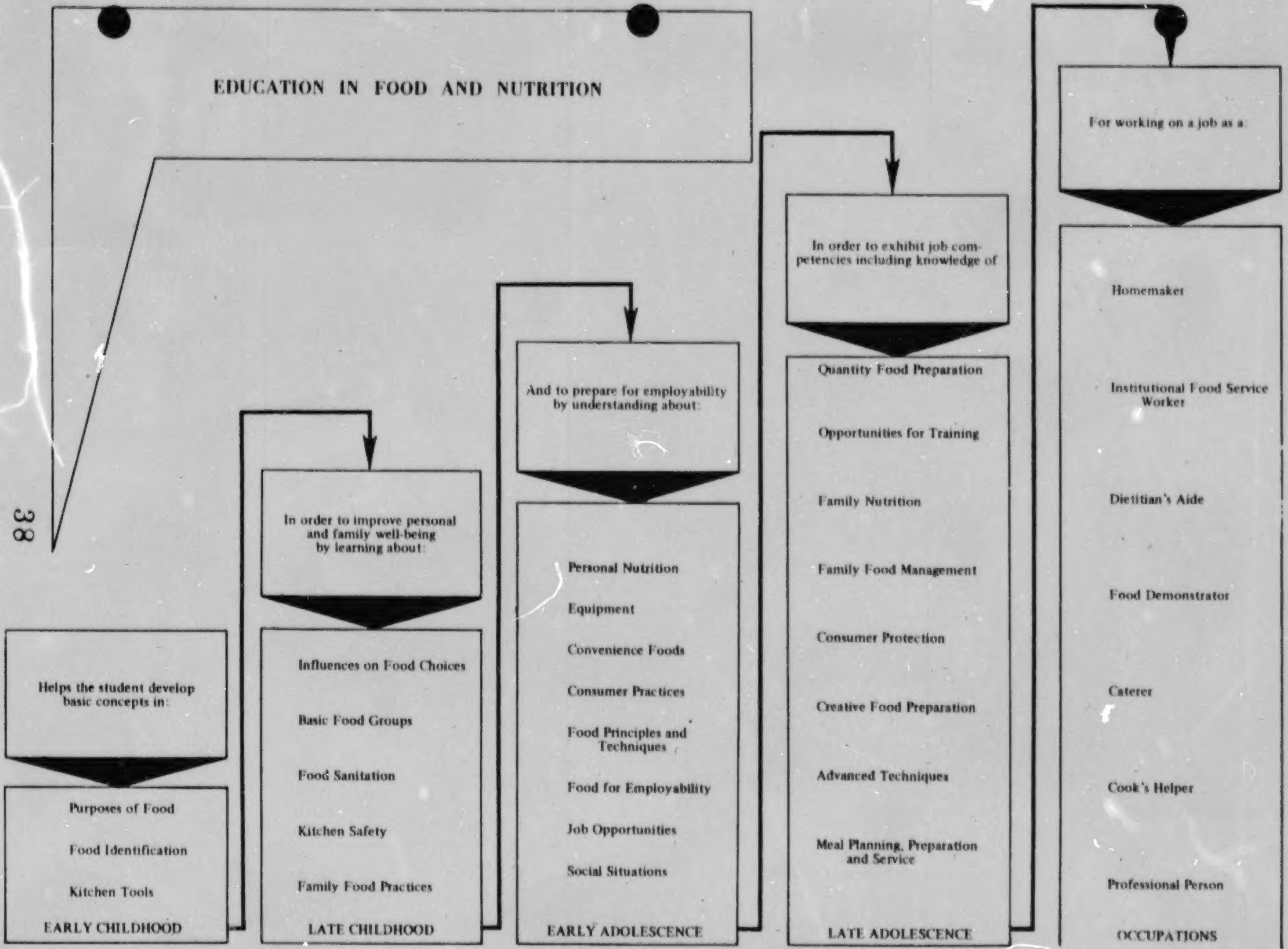
- Family Economics
- Decision – Making
- Economic Principles of the Family
- Free Enterprise System
- Interrelationships of Family and Economy
- Ecological Aspects of Consumer Decisions
- Homemaking Skills
- Family Needs, Wants, Values and Goals
- Family Security
- Use of Credit
- Community Services
- Consumer Skills
- Governmental Roles

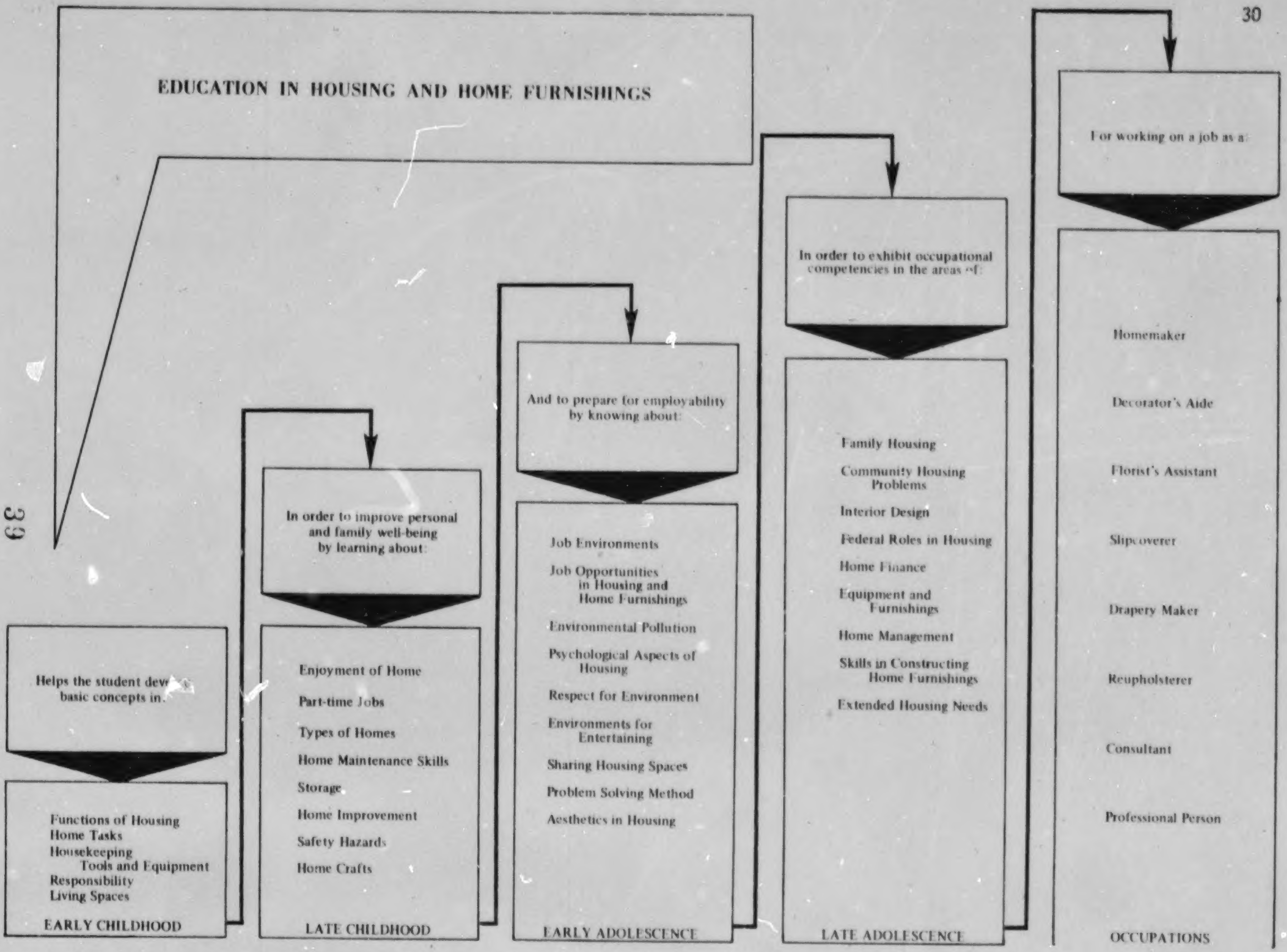
LATE ADOLESCENCE

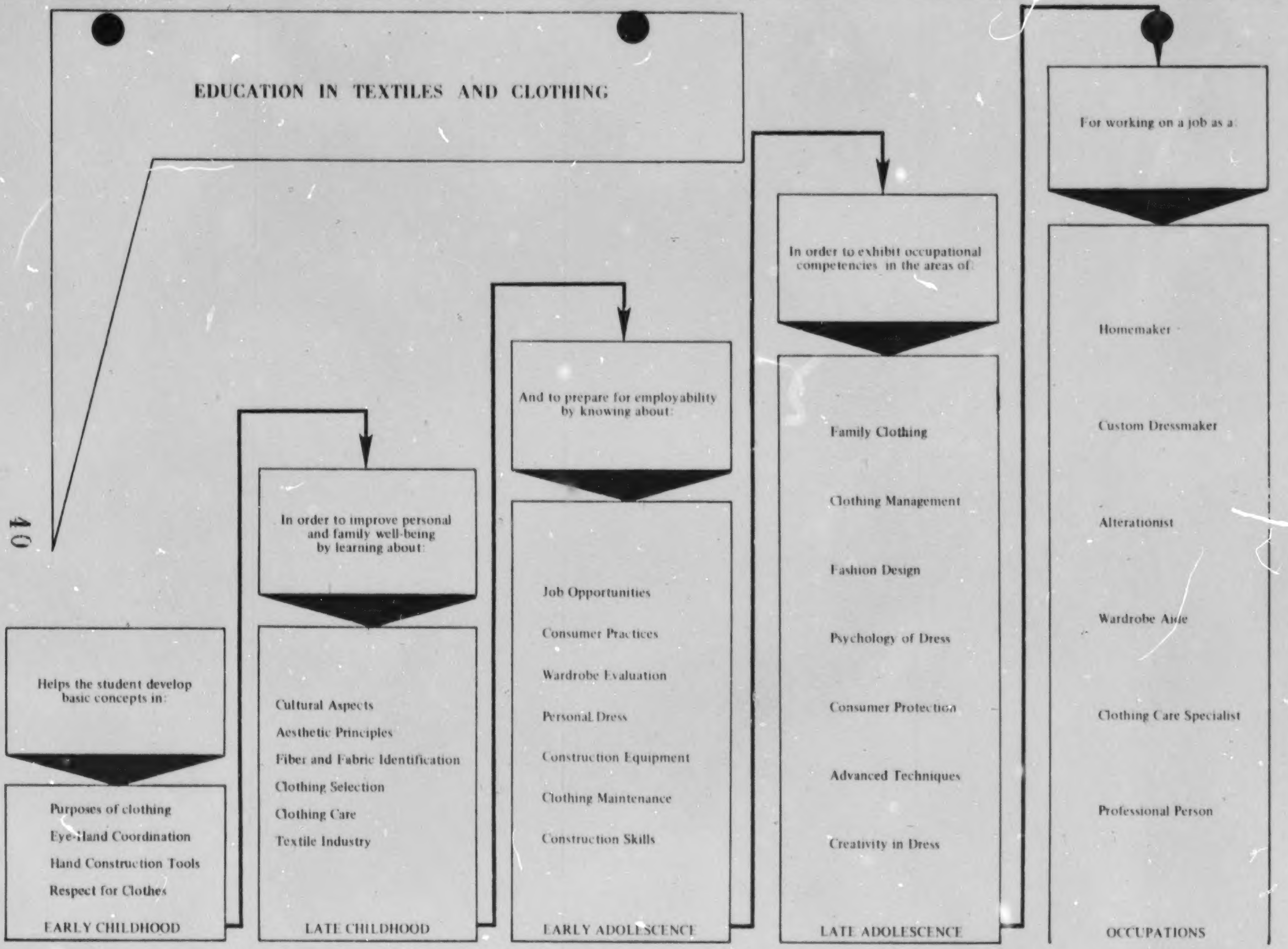
For working on a job as a:

- Homemaker
- Extended Care Aide
- Housekeeper's Aide
- Welfare Assistant
- Homemaker's Assistant
- Cleaning Service Aide
- Executive Housekeeper
- Home Attendant
- Professional Person

OCCUPATIONS


EDUCATION IN FOOD AND NUTRITION
Helps the student develop basic concepts in:
Purposes of Food
Food Identification
Kitchen Tools
EARLY CHILDHOOD
In order to improve personal and family well-being by learning about:
Influences on Food Choices
Basic Food Groups
Food Sanitation
Kitchen Safety
Family Food Practices
LATE CHILDHOOD
And to prepare for employability by understanding about:
Personal Nutrition
Equipment
Convenience Foods
Consumer Practices
Food Principles and Techniques
Food for Employability
Job Opportunities
Social Situations
EARLY ADOLESCENCE
In order to exhibit job competencies including knowledge of
Quantity Food Preparation
Opportunities for Training
Family Nutrition
Family Food Management
Consumer Protection
Creative Food Preparation
Advanced Techniques
Meal Planning, Preparation and Service
LATE ADOLESCENCE
For working on a job as a:
Homemaker
Institutional Food Service Worker
Dietitian's Aide
Food Demonstrator
Caterer
Cook's Helper
Professional Person
OCCUPATIONS


EDUCATION IN HOUSING AND HOME FURNISHINGS
Helps the student dev[illegible] basic concepts in:
Functions of Housing
Home Tasks
Housekeeping Tools and Equipment
Responsibility
Living Spaces
EARLY CHILDHOOD
In order to improve personal and family well-being by learning about:
Enjoyment of Home
Part-time Jobs
Types of Homes
Home Maintenance Skills
Storage
Home Improvement
Safety Hazards
Home Crafts
LATE CHILDHOOD
And to prepare for employability by knowing about:
Job Environments
Job Opportunities in Housing and Home Furnishings
Environmental Pollution
Psychological Aspects of Housing
Respect for Environment
Environments for Entertaining
Sharing Housing Spaces
Problem Solving Method
Aesthetics in Housing
EARLY ADOLESCENCE
In order to exhibit occupational competencies in the areas of:
Family Housing
Community Housing Problems
Interior Design
Federal Roles in Housing
Home Finance
Equipment and Furnishings
Home Management
Skills in Constructing Home Furnishings
Extended Housing Needs
LATE ADOLESCENCE
For working on a job as a:
Homemaker
Decorator's Aide
Florist's Assistant
Slipcoverer
Drapery Maker
Reupholsterer
Consultant
Professional Person
OCCUPATIONS


EDUCATION IN TEXTILES AND CLOTHING
Helps the student develop basic concepts in:
Purposes of clothing
Eye-Hand Coordination
Hand Construction Tools
Respect for Clothes
EARLY CHILDHOOD
In order to improve personal and family well-being by learning about:
Cultural Aspects
Aesthetic Principles
Fiber and Fabric Identification
Clothing Selection
Clothing Care
Textile Industry
LATE CHILDHOOD
And to prepare for employability by knowing about:
Job Opportunities
Consumer Practices
Wardrobe Evaluation
Personal Dress
Construction Equipment
Clothing Maintenance
Construction Skills
EARLY ADOLESCENCE
In order to exhibit occupational competencies in the areas of:
Family Clothing
Clothing Management
Fashion Design
Psychology of Dress
Consumer Protection
Advanced Techniques
Creativity in Dress
LATE ADOLESCENCE
For working on a job as a:
Homemaker
Custom Dressmaker
Alterationist
Wardrobe Aide
Clothing Care Specialist
Professional Person
OCCUPATIONS

CONTINUUMS OF PERFORMANCE OBJECTIVES

The terminology used in regard to levels in the flow charts is based on growth and development tasks of students. However, for the purpose of providing a structure for the continuums of objectives numerical order has been assigned to the various levels. Thus, early childhood becomes Level I, late childhood Level II, early adolescence Level III, late adolescence Level IV and the job titles Level V.

The broad goals are continued throughout the five levels of instruction and relate to each of the performance objectives sequenced beneath them. The goals in most instances encompass the three domains of learning-cognitive, affective and psychomotor.

There has been no effort to develop an exhaustive listing of objectives, goals and concepts. There are no doubt deficiencies and duplications. The various charts and continuums are regarded by the Home Economics Section of the Department of Education as working materials. Over five hundred teachers and supervisors have been actively involved in reviewing and developing the materials.

Additional phases of curriculum development include K-12 resource guides in each of the subject-matter areas, suggested course outlines and student-oriented individualized instruction materials. Some course curriculum guides are available at the present time and others will be developed as needed. A Program Planning Guide will provide guidelines for program development and the utilization of the various forms and materials distributed from the State level.

HUMAN DEVELOPMENT CONTINUUM

CONCEPT I: VOCATIONAL OPPORTUNITIES IN HUMAN SERVICES

GOAL: The student will acquire knowledge and develop attitudes and skills necessary for entry level employment in jobs involving human care services.

PERFORMANCE OBJECTIVES

LEVEL I

- Identifies and imitates tasks in the world of work.
- Identifies some careers devoted to helping people.

LEVEL II

- Describes realistic ways in which human beings are employed in the world of work.
- Locates places in which human beings are employed.
- Points out those jobs related to human care services.

LEVEL III

- Classifies those personal qualities that contribute to predictable success in the world of work.
- Identifies contributions of social skills to employability.
- Exhibits attitudes that contribute to success in the world of work.
- Demonstrates skills necessary for caring for children.
- Describes ways of meeting health and safety crises when caring for children.
- Identifies the personal characteristics desirable for careers devoted to helping people.
- Identifies local job opportunities in human care services.

LEVEL IV

- Identifies the critcal need for providing care of human beings who are unable to care for themselves.
- Evaluates personal qualities and additional training necessary for employment in human care services.
- Demonstrates basic skills in human care services.
- Locates places where job training in human care services is provided.

LEVEL V

- Demonstrates skills, in relating to and caring for human beings, that are necessary for the occupation of homemaking.
- Performs tasks required for entry level employment and advancement in jobs related to human care services.

HUMAN DEVELOPMENT CONTINUUM

CONCEPT II: THE INDIVIDUAL

GOAL: The student will acquire knowledge and develop attitudes and skills that will contribute to his achieving a positive self-concept.

PERFORMANCE OBJECTIVES

LEVEL I

- Relates children's play to adult's work.
- Uses play for constructive learning.
- Names and practices behaviors which are considered socially acceptable.
- Demonstrates a positive self-concept.
- Demonstrates grooming practices appropriate to developmental tasks.

LEVEL II

- Describes the meaning of self.
- Lists inherited characteristics.
- Identifies factors that influence personality.
- Recognizes ways of improving self.
- Demonstrates social skills that contribute to personal and family well-being.
- Demonstrates the ability to complete tasks at school through independent effort.

LEVEL III

- Distinguishes between inherited and environmental factors and describes the effect each has on self.
- Identifies the stages of the life cycle through which he has passed.
- Defines the meaning of values and describes ways values affect his actions and attitudes.
- Describes the importance of understanding acceptable ways of expressing sexual roles.
- Identifies physical, social and emotional characteristics of adolescents.
- Describes the importance of self-concept in the world of work.
- Demonstrates skills of social interaction.
- Evaluates self as to personal strengths and deficiencies and pursues plan for improvement.
- Applies steps in problem solving to personal situations.
- Demonstrates skills in personal grooming and utilization of grooming aids.
- Describes the importance of a variety of leisure time activities to personal development and achievement.

LEVEL IV

- -Explains that physical growth follows predictable patterns, yet is unique to each individual.
- -Evaluates the effect of inherited and environmental factors on the developmental processes.
- -Relates individual environmental backgrounds to the development of individual goals, activities and achievements.
- -Identifies ways in which individuals meet need for spiritual growth.
- -Evaluates personal facility in social patterns.
- -Predicts the kind of behavior which may result when physical and psychological needs are not met.
- -Exhibits attitudes that indicate a positive self-concept.
- -Describes special needs of individuals that require special attention of family and society.
- -Recognizes that basic physical and emotional needs must be met if the individual is to develop as a worthy member of society.

LEVEL V

- -Identifies personal competencies which contribute to success of individuals in the world of work.
- -Recognizes the importance of preparing for a number of related jobs in an occupational area.
- -Relates the importance of retraining to continuous job success.

HUMAN DEVELOPMENT CONTINUUM

CONCEPT III: THE FAMILY

GOAL: The student will acquire knowledge and develop attitudes and skills which strengthen family relationships.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies family members and their roles.
-Describes ways of cooperating with other family members in performing home tasks.
-Lists ways in which a family functions as a unit.

LEVEL II

-Describes ways in which democratic principles can be practiced in the home.
-Describes ways for accepting responsibility for performing tasks that serve the family.
-Identifies the family structure in different national or ethnic cultures.

LEVEL III

-Analyzes roles during the various stages of a family life cycle in varying family situations.
-Describes ways for accepting responsibility for performing tasks that serve the family.
-Demonstrates skill in meeting basic human needs of children through proper care.
-Identifies the financial contributions which various members make to the family economy.
-Identifies the ways in which family life can contribute to employability of members.
-Describes ways in which a family may serve members with special needs.

LEVEL IV

-Analyzes behavior of family members which may result when needs have not been met.
-Relates marriage readiness factors to mate selection.
-Evaluates the legal, moral, social and religious implications of the marriage ritual.
-Evaluates privileges and responsibilities that come with marriage and parenthood.
-Analyzes the effects of family planning on the achievement of family goals.
-Relates the implications of continuous adjustments throughout the marriage relationship to effective personal and family living.
-Describes ways family members meet the needs of other family members.
-Relates roles of family members to the development of children.
-Distinguishes cause and effect relationships contributing to family crises.
-Applies the steps in problem solving to family situations.
-Identifies the impact of temporary roles on the lives of family members.

LEVEL V
-Identifies the influence of work, including wage earning, on the family.
-Identifies the contribution which families make to the world of work.
-Relates behavior and practices of parents to the vocational growth and development of their children.

HUMAN DEVELOPMENT CONTINUUM

CONCEPT IV: EXTENDED RELATIONSHIPS

GOAL: The student will acquire knowledge and develop attitudes and skills that enable him to seek and sustain effective relationships with those outside his immediate family.

PERFORMANCE OBJECTIVES

LEVEL I

- Demonstrates the ability to interact socially with peers and others.
- Demonstrates cooperation with peer-mates and others in sharing common tasks.

LEVEL II

- Recognizes the importance of establishing effective relationships with people.
- Describes relationships of extended family members and friends.
- Demonstrates social skills in situations involving his peer group.
- Demonstrates skill in interacting with members of both sexes.

LEVEL III

- Describes the ways relationships serve basic human needs.
- Applies techniques of communication to interpersonal relationships.
- Identifies contributions which friends make to individuals and to families.
- Discusses social patterns of dating in the culture.
- Explains reasons for disruption of harmonious peer relationships.
- Describes the importance of effective interpersonal relationships in the world of work.
- Demonstrates social skills which contribute to personal employability.

LEVEL IV

- Describes the interaction of the family with other societal institutions.
- Identifies societal institutions that augment the services of the family.
- Evaluates the effects of extended relationships on family relationships.
- Describes aspects of society that weaken the role of the family.
- Describes the tasks related to extended care jobs.

LEVEL V

- Demonstrates competencies which are necessary for employee - employee, employee - employer and employee - customer relationships.

HUMAN DEVELOPMENT CONTINUUM

CONCEPT V: INTERACTION WITH ENVIRONMENT

GOAL: The student will analyze the interaction of human beings with aspects of the environment.

PERFORMANCE OBJECTIVES

LEVEL I

- -Develops skills in utilizing products of technology in work and play.
- -Describes environment according to sensory reactions.
- -Demonstrates responsibility for keeping environment neat and clean.

LEVEL II

- -Compares a technological society with other societies.
- -Relates the importance of environmental respect and care to human survival.

LEVEL III

- -Explores ways of conserving, preserving and restoring the contributing factors of a healthy environment.
- -Evaluates the effects that products for maintaining home environment have on ecology.
- -Evaluates products of mass media according to criteria.
- -Predicts future developments of science and technology related to personal and family living.
- -Describes influences of science and technology on human potential in the world of work.
- -Describes the effects of drug products on human development and behavior.
- -Relates responsibility of mass media to societal concerns.

LEVEL IV

- -Projects consequences of human failure to preserve the ecological balance of nature.
- -Describes positive ways of resolving ecological crises.
- -Analyzes ways scientific and technological changes affect the family and the world of work.
- -Identifies ways of alleviating pressures created by population concentration.

LEVEL V

- -Identifies ways in which an industry may assume responsibility for human beings who represent possible victims of its pollution.
- -Recognizes the contribution of education to employment opportunities and job competence.

HUMAN DEVELOPMENT CONTINUUM

CONCEPT VI: CONTROLS AND REGULATIONS

GOAL: The student will interpret laws and regulations related to individuals, families and the world of work.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies laws and limitations which are to be obeyed.
-Demonstrates ability to obey orders and accept limitations.

LEVEL II

-Describes methods of law enforcement.
-Identifies consequences of failure to obey laws.

LEVEL III

-Describes the laws which relate to activities of the adolescent.
-Analyzes the ways in which laws are changed through the democratic process.

LEVEL IV

-Analyzes the interrelationship of human behavior and social progress.
-Describes laws that relate to individuals and to families.
-Analyzes the alternatives and consequences of abiding by regulations and controls.

LEVEL V

-Identifies those laws which relate to the world of work.
-Identifies and abides by laws and regulations that pertain to employability.

MANAGEMENT AND FAMILY ECONOMICS CONTINUUM

CONCEPT I: ECONOMICS MANAGEMENT AND PERSONAL LIVING

GOAL: The student will understand and appreciate the importance of management and economics in personal living.

PERFORMANCE OBJECTIVES

LEVEL I

- Identifies parental roles of work in the home.
- Demonstrates responsibility in caring for personal belongings.
- Identifies parents work roles outside the home.
- Identifies and develops positive attitudes toward roles of work in society.

LEVEL II

- Identifies the value of doing household tasks in relation to real money income.
- Identifies the contribution he makes to the family economy.
- Estimates the time necessary to perform specific tasks.
- Distinguishes between personal needs and wants and describes the ways resources are used to meet those needs and wants.

LEVEL III

- Describes the influence of values on economic decisions.
- Analyzes the impact of teen-age spending
- Applies steps in problem solving to personal management and economic decisions.
- Applies principles of management to use of personal resources.
- Formulates a plan for personal spending

LEVEL IV

- Defines family economics.
- Relates the present use of money to tomorrow's habits and well being.
- Applies principles of economics and management to family financial affairs.
- Applies the decision-making process to consumer decisions.

LEVEL V

- Demonstrates management skills necessary for entry level employment and advancement in jobs in the area of management and family economics.
- Identifies problems unique to women employed outside the home.

MANAGEMENT AND FAMILY ECONOMICS CONTINUUM

CONCEPT II: RELATIONSHIP OF THE ECONOMY TO THE INDUSTRY AND TO THE FAMILY

GOAL: The student will identify the principles of the economic system and describe the ways in which the family and the system affect each other.

PERFORMANCE OBJECTIVES

LEVEL I

-Names and uses a variety of currency.
-Relates the purchasing power of money to personal wants and family sharing.
-Demonstrates responsibility in caring for money.

LEVEL II

-Relates the producer and consumer to distribution of goods and services.
-Describes economic interdependence of home, school and community.

LEVEL III

-Distinguishes between the individual's roles as a producer and consumer.
-Compares prices of products in and out of season.
-Describes the family contribution to the employability of its members through management of resources.

LEVEL IV

-Analyzes the relationship of free enterprise to the economy.
-Analyzes the economic decisions that affect the family's standard of living throughout the life cycle.
-Applies the principles of supply and demand to the cost of living.
-Describes the factors that cause the economy to fluctuate.
-Describes the interrelationship between the family and the economy.

LEVEL V

-Distinguishes between family roles of producing and consuming.
-Identifies the effects of the community on one's job choice.

MANAGEMENT AND FAMILY ECONOMICS CONTINUUM

CONCEPT III: FACTORS AFFECTING INDIVIDUAL AND FAMILY LEVELS OF LIVING

GOAL: The student will identify the factors that determine individual and family income and level of living.

PERFORMANCE OBJECTIVES

LEVEL I

-Relates work to income.
-Demonstrates responsibility for performance of tasks.

LEVEL II

-Relates kind of job with pay received.
-Identifies the contribution of real income to family level of living.
-Identifies workers who are concerned with the management of time.
-Demonstrates increasing proficiency in performing home tasks.

LEVEL III

-Relates the importance of personal money earned to family income.
-Identifies and explains the differences in family needs and wants.
-Applies decision making process to family problems.

LEVEL IV

-Demonstrates homemaking skills that represent real income.
-Demonstrates dignity in job performance.
-Identifies training for specific jobs and resultant pay.
-Applies problem solving methods to resolving personal and family financial crises.
-Relates life-style to aspiration level.
-Relates credit to family living level.
-Identifies personal values and goals.

LEVEL V

-Describes the relationship between type of job, training required and amount of pay.
-Demonstrates competencies in performing home management jobs for pay.
-Demonstrates management and economic competencies necessary for the occupation of homemaking.
-Demonstrates skills necessary for entry level employment and advancement in jobs in management and family economics.
-Identifies and organizes tools and equipment used in household management.

MANAGEMENT AND FAMILY ECONOMICS CONTINUUM

CONCEPT IV: PERSONAL, FAMILY AND COMMUNITY RESOURCES

GOAL: The student will become familiar with and conserve available human and material resources.

PERFORMANCE OBJECTIVES

LEVEL I

-Forms basic concepts of resources.
-Responds positively to given directions in the use of given resources.
-Forms desirable habits in the use of available resources.

LEVEL II

-Identifies personal resources of interests, abilities and skills.
-Identifies work that he can perform for money.
-Demonstrates increasing proficiency with home tasks.

LEVEL III

-Classifies resources as to those that are tangible and those that are intangible.
-Describes characteristics and uses of resources.
-Demonstrates skill in managing resources.

LEVEL IV

-Relates the availability of community services to values held and taxes paid.
-Demonstrates management principles in time and energy conservation.
-Identifies family use of community services.
-Demonstrates acceptance of responsibilities in providing real income for the family.

LEVEL V

-Identifies job opportunities in local community and in concentrated industrial areas.
-Uses problem solving approach in determining place to live in relation to place to work.

MANAGEMENT AND FAMILY ECONOMIC CONTINUUM

CONCEPT V: CONSUMER PRACTICES

GOAL: The student will identify the principles of good buymanship and demonstrate the application of the principles when shopping.

PERFORMANCE OBJECTIVES

LEVEL I

-Disciplines self to accurately exchange money for goods and services.
-Describes shopping practices.
-Recognizes that money buys goods and services.
-Relates credits to use of borrowed things.

LEVEL II

-Classifies shopping practices as essential or nonessential.
-Relates effective spending to getting the greatest value.

LEVEL III

-Applies decision making process to problems involving the use of credit.
-Lists sources of consumer protection.
-Analyzes needed consumer skills.
-Evaluates advertising and other influences on spending.

LEVEL IV

-Identifies the influence of advertising and promotional media on consumer buying.
-Demonstrates use of consumer protection information when shopping.
-Recognizes fraud, deception and quackery through various forms offered the consumer.
-Contrasts advantages and disadvantages of advertising to the consumer.
-Compares types of credit agencies.
-Compares types of uses of credit cards.
-Develops criteria for buying insurance.
-Analyzes wills in regard to purposes and components.

LEVEL V

-Relates changing technology to job situations.
-Makes consumer decisions related to self, family and job based upon the knowledge of the interaction of the consumer and the economy.

MANAGEMENT AND FAMILY ECONOMICS CONTINUUM

CONCEPT VI: LAWS AND REGULATIONS

GOAL: The student will identify laws and regulations pertaining to the use of money and the effects of these upon individuals and families.

PERFORMANCE OBJECTIVES

LEVEL I

-Recognizes that laws are important to the protection of individuals.
-Identifies the importance of good manners while shopping.

LEVEL II

-Identifies possible consequences of breaking laws related to the use of resources.
-Describes procedures for returning merchandise.

LEVEL III

-Identifies federal, state and local laws that benefit the consumer.
-Identifies child labor Laws and their effects.
-Identifies the purpose of a social security number and method of obtaining a social security card.

LEVEL IV

-Identifies the regulatory role of the government in our economic system.
-Recognizes the relationship between government services and consumers in the marketplace.
-Identifies governmental responsibilities in consumer protection.
-Identifies consumer protective measures that require legal assistance.

LEVEL V

-Lists regulations that affect job choices.
-Identifies types of payroll deductions and reasons for these.
-Relates laws and regulations to specific occupational clusters.
-Identifies credentials one must obtain before starting to work.

FOOD AND NUTRITION CONTINUUM

CONCEPT I: VOCATIONAL OPPORTUNITIES IN FOOD AND NUTRITION

GOAL: The student will acquire knowledge and develop attitudes and skills which are necessary for entry level employment and advancement in jobs related to food and nutrition.

PERFORMANCE OBJECTIVES

LEVEL I

-Names various food industries.

LEVEL II

-Names the different occupations involved in food related fields.

LEVEL III

-Identifies the opportunities for employment in the field of food and nutrition.

LEVEL IV

-Identifies the qualifications necessary for employment in the food industry.

LEVEL V

-Demonstrates food and nutrition competencies for the occupation of homemaking.
-Demonstrates skills necessary for entry level employment and advancement in jobs in the food industry.
-Identifies the laws and regulations pertaining to jobs in the food industry.

FOOD AND NUTRITION CONTINUUM

CONCEPT II: SOCIAL-PSYCHOLOGICAL ASPECTS OF FOOD

GOAL: The student will become aware of food habits and preferences and will determine the relationship of food habits to ethnic, regional and religious groups.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies those foods which he enjoys.
-Describes personal food habits.
-Demonstrates a willingness to try a variety of foods.
-Categorizes varieties of foods.
-Demonstrates social skills in relation to serving and eating food.

LEVEL II

-Classifies foods and food choices according to ethnic, regional and religious influences.
-Identifies local commercial food establishments and describes how these meet individual and family needs.

LEVEL III

-Describes contributions which foods make to social situations.
-Demonstrates courtesies related to food practices.
-Identifies various food practices of people in his community.
-Describes the effects of emotional problems on one's eating habits.
-Applies art principles to serving food.
-Describes the factors that contribute to change in food practices and habits of individuals.

LEVEL IV

-Describes the factors that contribute to change in food practices of families.
-Identifies the country of origin for various foods.
-Plans, prepares and serves various foods associated with ethnic, regional and religious groups.
-Demonstrates ability to construct creative table appointments for a given situation.

LEVEL V

-Relates the trend toward eating out to job opportunities in the food service industry.
-Demonstrates techniques used by the food service industry to increase product appeal.

FOOD AND NUTRITION CONTINUUM

CONCEPT III: NUTRITION

GOAL: The student will recognize the importance of applying nutritional principles to food consumption.

PERFORMANCE OBJECTIVES

LEVEL I

-Relates food and food choices to health and energy.

LEVEL II

-Names the basic four (4) food groups.
-Classifies foods according to the basic four (4).

LEVEL III

-Describes the effects of nutrition on an individual's physical, mental and social status.
-Defines a calorie and classifies foods as to high or low caloric content.
-Analyzes consequences of food fats and diets.
-Describes how personal nutrition needs may be met through food intake.
-Lists personal food habits and relates effects of food habits on personal nutrition.
-Evaluates individual food practices according to the basic four (4) food groups.
-Relates nutritional status to employability for high level job performance.
-Describes the relationship of nutrition to growth and well-being of family members.
-Identifies the five (5) basic nutrients: their functions in the body; effects caused by a lack of these nutrients; and major food sources of these nutrients.

LEVEL IV

-Relates ingestion of water and fiber to body functions.
-Evaluates family meals in terms of the Recommended Dietary Allowance.
-Conserves nutrients in preparing and serving foods.
-Demonstrates the use of the Recommended Dietary Allowance chart to evaluate his own food intake.

LEVEL V

-Applies principles of nutrition to food prepared and served for profit.
-Applies nutrition principles to modified diets.

FOOD AND NUTRITION CONTINUUM

CONCEPT IV: SANITATION AND SAFETY

GOAL: The student will apply acceptable standards of sanitation and safety to food related activities.

PERFORMANCE OBJECTIVES

LEVEL I

-Demonstrates standards of sanitation and safety in handling food and kitchen tools.

LEVEL II

-Describes the importance of standards of sanitation and safety in preparing food.
-Relates consequences to neglect of sanitation and safety rules.

LEVEL III

-Applies standards of sanitation and safety to a variety of food experiences.
-Relates principles of sanitation and safety to food industries.

LEVEL IV

-Identifies laws and agencies that provide consumer protection in regard to food products.
-Demonstrates relationship between bacterial growth and food spoilage.

LEVEL V

-Identifies laws related to the operation of a food service establishment.

FOOD AND NUTRITION CONTINUUM

CONCEPT V: MANAGEMENT OF FOOD-RELATED RESOURCES

GOAL: The student will apply principles of management to the use of resources that are concerned with food.

PERFORMANCE OBJECTIVES

LEVEL I

-Names personal resources and describes how they affect his food practices.
-Describes how he assumes responsibility in caring for food at home.

LEVEL II

-Identifies food-related tasks performed in the home.
-Identifies family resources which affect food practices.
-Demonstrates the ability to perform a food task in a specified length of time.

LEVEL III

-Applies steps in decision-making to planning, preparing and serving food.
-Applies the principles of food management to preparing and serving food.

LEVEL IV

-Relates food storage, preparation and service procedures to food characteristics.
-Evaluates kitchen arrangements in relation to management.
-Demonstrates skills in menu planning for specific family situations and specified resources.
-Demonstrates the ability to prepare and serve food within a given time.
-Compares convenience foods with foods made from raw products.
-Demonstrates skills in long range food planning.

LEVEL V

-Applies principles of management to various aspects of the food service industry.

FOOD AND NUTRITION CONTINUUM

CONCEPT VI: CONSUMER EDUCATION

GOAL: The student will analyze consumer problems in the area of food and nutrition.

PERFORMANCE OBJECTIVES

LEVEL I

-Names and identifies types of places where food is obtained.
-Classifies forms in which food may be purchased.

LEVEL II

-Identifies familiar foods that are readily accessible and classifies according to cost.
-Applies principles of supply and demand to food cost.

LEVEL III

-Identifies sources of consumer information and demonstrates the use of information in selecting, storing, preparing and serving food.
-Evaluates advertisements according to accuracy and relevancy of information stated.
-Analyzes labels in terms of information provided.
-Relates basic rules of etiquette to shopping practices.

LEVEL IV

-Lists practices that contribute to effective use of the food dollar.
-Evaluates sources of protection for the consumer.
-Applies consumer responsibility to shopping practices.

LEVEL V

-Demonstrates knowledge, attitudes and skills related to the economy of the food service industry.

FOOD AND NUTRITION CONTINUUM

CONCEPT VII: PLANNING, PREPARING AND SERVING FOOD

GOAL: The student will acquire knowledge and develop attitudes and skills in planning, preparing and serving food.

PERFORMANCE OBJECTIVES

LEVEL I

- -Describes how he feels when he is serving food to family or friends.
- -Names foods that might be served for different events.
- -Identifies basic kitchen tools.
- -Demonstrates skill in handling and combining foods.

LEVEL II

- -Identifies basic social skills in serving food.
- -Uses a variety of tools in preparing food appropriate for family consumption.
- -Uses convenience items in assisting with planning, preparing and serving family food.

LEVEL III

- -Demonstrates basic skills related to preparing and serving food.
- -Uses convenience foods in a variety of social situations involving peers.
- -Demonstrates the correct use of tools and procedures in food preparation.
- -Identifies the basic principles of meal planning.
- -Relates basic principles of meal service to table setting.

LEVEL IV

- -Applies food preparation and management principles to planning, preparing and serving food for the family and friends.
- -Plans, prepares and serves food for special occasions.
- -Demonstrates creativity in planning, preparing and serving food.
- -Plans foods for persons with special dietetic needs.
- -Creates aesthetic and functional table settings suitable for various occasions.
- -Evaluates table appointments according to criteria.

LEVEL V

- -Relates principles of meal planning, preparation and service to the food service industry.
- -Demonstrates ability to use and care for institutional food-related equipment, tools and supplies.
- -Demonstrates job entry level skills desirable in the food service industry.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT I: VOCATIONAL OPPORTUNITIES IN HOUSING AND HOME FURNISHINGS

GOAL: The student will prepare for entry level employment and advancement in occupations in housing and home furnishings.

PERFORMANCE OBJECTIVES

LEVEL I

-Names and imitates jobs in the care of the home.
-Identifies jobs in the care of the home which a student may perform with or without pay.

LEVEL II

-Performs tasks related to the care of the home for which youth may or may not earn money.
-Explains and lists part-time jobs, including the personal qualifications required, for which youth may earn money.

LEVEL III

-Explains and describes jobs and careers in the area of housing and home furnishings.
-Demonstrates ability to perform tasks on jobs for which youth may earn money.

LEVEL IV

-Identifies jobs and careers related to housing and home furnishings.
-Identifies sources of information about a particular career or job in the area of housing.
-Lists requirements and personal qualifications for specified jobs and careers.
-Demonstrates housing knowledge and attitudes desirable for the occupation of homemaking.

LEVEL V

-Demonstrates knowledge and skills necessary for entry level employment in the area of housing and home furnishings.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT II: PHYSICAL, PSYCHOLOGICAL, SOCIAL AND AESTHETIC ASPECTS OF HOUSING

GOAL: The student will understand and appreciate the physical, psychological, social and aesthetic factors which influence the choice and use of housing.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies and describes family activities, situations and problems which involve housing.

LEVEL II

-Lists ways in which housing influences family activities.
-Identifies and describes characteristics of a house which make it attractive.
-Designs and constructs an article for the home which may be used as a gift for a family member.

LEVEL III

-Analyzes attractiveness of housing in a variety of situations.
-Describes how housing situations can affect the development of values held by individuals.
-Describes the effects of values on housing decisions.
-Demonstrates appreciation of aesthetics by construction of attractive articles for the home.

LEVEL IV

-Identifies various types of living spaces in which people are housed.
-Identifies the functions of housing.
-Describes the ways in which housing functions serve personal and family needs.
-Explains how values influence housing situations.

LEVEL V

-Identifies the importance of housing to one's ability to perform and produce in the world of work.
-Demonstrates knowledge needed for job entry in the area of aesthetics and housing.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT III: ECONOMIC AND ENVIRONMENTAL ASPECTS OF HOUSING

GOAL: The student will understand and appreciate the cultural, ethnic, environmental and economic factors which influence the choice and use of housing.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies and describes different kinds of living spaces.
-Names major articles of furniture used in furnishing home and school.
-Demonstrates responsibility by assisting in the operation and/or care of classroom space and equipment.

LEVEL II

-Demonstrates respect for school and home environments.
-Classifies different types of housing according to climate and available resources in different regions or countries.

LEVEL III

-Lists evidences of environmental pollution in a given area.
-Describes ways of improving the environment.
-Relates the care of the environment to a variety of jobs in the world of work.
-Analyzes the contribution of modern technology to the care and maintenance of the environment.

LEVEL IV

-Compares various procedures for financing a place to live.
-Identifies legal aspects of housing.
-Identifies the cultural and historical aspects of housing.
-Relates the major architectural styles and features of each to environmental and economic factors.
-Defines common housing problems facing people in the community.
-Names the governmental and community agencies which are concerned with housing needs.
-Identifies housing responsibilities which have been assumed by government and community.
-Describes specific actions being carried out by various agencies and organizations which help solve housing problems.

LEVEL V

-Demonstrates knowledge and skills necessary for entry level employment and advancement in regard to the merchandising of home furnishings.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT IV: SELECTION OF HOUSING

GOAL: The student will identify and evaluate the various factors determining the selection of a place to live and work.

PERFORMANCE OBJECTIVES

LEVEL I

-Evaluates a home seen through some media in terms of personal likes and dislikes.
-Identifies ways in which people in local community are housed.

LEVEL II

-Relates characteristics of a home to activities a family enjoys.
-Lists some factors which contribute to the selection of a living space.

LEVEL III

-Identifies factors affecting the choice of shelter.
-Reveals through family and peer relationships some understanding and empathy for families and their housings problems.
-Lists various types of living accomodations in immediate vicinity.
-Identifies a variety of environments which may be used to entertain peers.
-Describes characteristics of a working environment which are conducive to achievement.

LEVEL IV

-Analyzes the types of living spaces available in the community.
-Identifies the advantages and disadvantages of single unit or multi-unit housing.
-Identifies factors which influence decisions to be made in selecting a place to live.
-Identifies the advantages and disadvantages of owning and renting.
-Identifies factors which contribute to economy if building or remodeling a house.

LEVEL V

-Evaluates sites and buildings in relation to the success of a business or industry.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT V: SELECTION AND ARRANGEMENT OF FURNISHINGS AND EQUIPMENT

GOAL: The student will identify and evaluate factors to consider in the selection and arrangement of furnishings and equipment for the home and the world of work.

PERFORMANCE OBJECTIVES

LEVEL I

-Describes ways in which he stores his personal belongings at home.
-Demonstrates ways in which he stores his personal belongings at school.

LEVEL II

-Arranges furniture at school for maximum efficiency.
-Lists personal articles which require storage space.
-Suggests methods of storage for personal articles.

LEVEL III

-Identifies the art elements and applies principles of design to the selection and arrangement of furnishings.
-Identifies activity areas in a selected room and lists furnishings needed for the activities.
-Applies problem-solving method to sharing a bedroom.

LEVEL IV

-Identifies the factors which influence the choice of backgrounds for a room.
-Selects appropriate background treatments to create a feeling of unity.
-Identifies factors involved in the selection of furniture.
-Compares furniture and equipment labels as to their helpfulness to the consumer.
-Plans room arrangements for various activities and ease of traffic and safety.
-Identifies factors which will affect decisions in the selection of household textiles.
-Selects, arranges and cares for appliances and equipment for ease of use.
-Compares the various forms of available payment plans for furnishings and equipment.

LEVEL V

-Exhibits skill in the selection and arrangement of furnishings and equipment which are essential to the success of a small business or industry.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT VI: MANAGEMENT AND MAINTENANCE OF ENVIRONMENT

GOAL: The student will acquire knowledge and develop attitudes and skills necessary for efficient management and maintenance of environment.

PERFORMANCE OBJECTIVES

LEVEL I

-Lists housekeeping responsibilities at home and school.
-Identifies tools and equipment which are used in managing and maintaining the home and school.
-Describes ways to help in caring for home and school environment.
-Utilizes equipment and supplies in caring for home and school environment.
-Lists potential safety hazards in the home and school.

LEVEL II

-Lists personal responsibilities at home and school.
-Identifies methods to eliminate potential safety hazards.
-Demonstrates skills necessary to the maintenance and care of the home and classroom.

LEVEL III

-Applies directions for correct usage of various cleaning supplies to home maintenance and laundry tasks.
-Demonstrates methods of cleaning home and job environments.

LEVEL IV

-Identifies management problems in the home.
-Demonstrates effective procedures in performing selected jobs of maintenance and repair.
-Identifies factors which affect safety in the environment.
-Compares different kinds of tools and supplies in terms of performance.
-Identifies factors involved in making environment attractive and functional.

LEVEL V

-Relates knowledge, attitudes, and skills pertaining to management and maintenance of environment to a variety of jobs in the world of work.

HOUSING AND HOME FURNISHINGS CONTINUUM

CONCEPT VII: CONSTRUCTION AND RENOVATION OF HOUSEHOLD FURNISHINGS

GOAL: The student will acquire knowledge and develop skills related to the construction and renovation of household furnishings.

PERFORMANCE OBJECTIVES

LEVEL I

-Constructs or decorates an accessory for the home.

LEVEL II

-Describes and demonstrates ways of cooperating with family members in a home improvement project.

LEVEL III

-Uses a variety of tools and media in constructing or renovating a functional article used in the home or occupational environment.

LEVEL IV

-Demonstrates skills in making environment more attractive.

LEVEL V

-Demonstrates knowledge and develops attitudes and skills necessary for entry level employment and advancement in jobs related to construction of home furnishings.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT I: VOCATIONAL OPPORTUNITIES IN TEXTILES AND CLOTHING

GOAL: The student will acquire knowledge and develop attitudes and skills necessary for entry level employment and advancement in jobs related to textiles and clothing.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies ways in which clothing may be acquired.
-Identifies sources from which clothing can be acquired.
-Describes home tasks related to clothes.
-Identifies tasks performed by sales person in selling clothes.

LEVEL II

-Identifies different kinds of jobs in clothing stores.
-Describes tasks related to clothes that may be performed at home or through business and industry.

LEVEL III

-Explores job opportunities in the clothing and textile industry in local community.
-Demonstrates personal pre-vocational skills related to grooming and dress for employability.
-Explores occupational training opportunities in the local school district.

LEVEL IV

-Analyzes job opportunities and skills necessary for employment in the field of textiles and clothing.
-Demonstrates proficiency in construction techniques which are applicable for either wage-earning or homemaking occupations.

LEVEL V

-Demonstrates competencies desirable for entry level employment in the fields of alteration and clothing, maintenance, retailing and merchandising, dressmaking and specialty sewing, and fashion design.
-Demonstrates textiles and clothing skill desirable for the occupation of homemaking.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT II: SOCIAL-PSYCHOLOGICAL ASPECTS OF CLOTHING

GOAL: The student will relate the social-psychological implications of clothing to personal, family and vocational clothing concerns.

PERFORMANCE OBJECTIVES

LEVEL I

- Names articles of clothing worn in different situations.
- Identifies various occupations and vocations by clothes which are worn.
- Demonstrates respect for self and for others thru personal appearance.

LEVEL II

- Relates dress to periods of history.
- Identifies clothing as an important part of national, ethnic and regional culture.

LEVEL III

- Identifies clothing properties which protect individuals in various living and occupational activities.
- Analyzes the relationship between the way an individual feels and the way in which he is dressed.
- Identifies clothing properties that enhance appearance and contribute to a positive self concept in various activities.

LEVEL IV

- Interprets clothing needs for self and family under a variety of environmental and occupational influences.
- Analyzes the fashion cycle in relation to social change.
- Relates clothing to human behavior.
- Describes the interrelationship of clothing and culture.

LEVEL V

- Relates jobs in alterations and clothing maintenance, retail merchandising, dressmaking and specialty sewing to social and psychological needs of individuals.
- Demonstrates qualities desirable for employment in customer services related to clothing.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT III: AESTHETICS AND DRESS

GOAL: The student will acquire knowledge and develop attitudes and skills related to aesthetics of textiles and dress.

LEVEL I

-Relates primary and secondary colors to textiles and dress.
-Selects clothes that are pleasing to him in color and design.

LEVEL II

-Identifies variations of color in textiles and clothes.
-Describes the effects of texture in fabrics and clothes.
-Selects clothes that are pleasing to him in color and design.

LEVEL III

-Identifies the elements of design and applies principles of design to selecting textiles and clothing.
-Relates the importance of personal appearance to employability and social acceptance.
-Analyzes the interrelationship of the human figure with clothes in the world of fashion.
-Relates fashion to specific job situations.
-Demonstrates creativity in clothing selection.
-Identifies and analyzes the effects of aesthetic principles on personal dress.

LEVEL IV

-Applies aesthetic principles to selecting clothes for others.
-Selects patterns, fabrics and notions that evidence interpretation of art elements and principles of design.
-Researches the history of fashion and the effects of designers on the world of fashion.
-Relates use of grooming skills to total aspect of dress, appearance and social acceptance.

LEVEL V

-Demonstrates aesthetic skills necessary for entry level employment and advancement in the fields of alterations and clothing maintenance, merchandising, dressmaking and specialty sewing and fashion design.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT IV: TEXTILES

GOAL: The student will acquire knowledge and develop attitudes and skills in selecting textiles according to anticipated use.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies the ways in which fabrics look and feel different.
-Demonstrates ability to reproduce simple weaves and knits.
-Identifies warp threads and weft threads.

LEVEL II

-Classifies fibers as to origin.
-Describes the processes used in making fabrics.
-Applies principles of color application to fibers and fabrics.

LEVEL III

-Uses proper textile terminology.
-Identifies fiber source through simple tests.
-Relates fibers and fabrics to performance.
-Demonstrates skill in handling fabrics of different fibers and construction.
-Relates choice of textiles to dress for specific job situations.

LEVEL IV

-Compares properties and performance of fabric and fabric finishes.

LEVEL V

-Demonstrates competencies desirable for entry level employment in jobs related to handling, maintaining and merchandising of textiles.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT V: CONSUMER RESPONSIBILITY

GOAL: The student will acquire knowledge and develop attitudes and skills in making consumer decisions related to textiles and clothing.

PERFORMANCE OBJECTIVES

LEVEL I

-Identifies personal preferences to person responsible for selecting his clothes.

LEVEL II

-Describes the kinds of clothes he wants and needs and assists in their selection.
-Relates clothing selection to clothing cost.
-Applies consumer responsibility to selection of clothing.
-Accepts responsibility for clothing decisions.

LEVEL III

-Describes methods of providing consumers protection and information.
-Evaluates labels and hang tags for information provided.
-Evaluates the reasons for satisfactory and unsatisfactory clothing purchases.
-Interprets the impact of teen-age clothing dollars on the economy.
-Relates the cost factors in a commercially-constructed garment to those in a home-constructed garment.
-Demonstrates shopping skills which lead to becoming a more efficient buyer.
-Evaluates advertising as a force in consumer buying.

LEVEL IV

-Evaluates equipment, tools and supplies used in constructing, repairing and caring for clothing and textiles.
-Estimates the amount of money personally spent for clothing and relates to the family clothing budget.
-Identifies the influence of credit on personal buying habits.
-Analyzes consumer protection laws and regulations that relate to textiles and clothing.

LEVEL V

-Identifies and observes laws pertaining to gainful employment in making, altering clothes, and maintaining clothes; merchandising and dressmaking and specialty sewing.
-Identifies laws pertaining to the clothing industry that protect the consumer.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT VI: PLANNING, SELECTING, USING AND CARING FOR TEXTILES AND CLOTHING

GOAL: The student will acquire knowledge and develop attitudes and skills related to planning, selecting, using and caring for textiles and clothing.

PERFORMANCE OBJECTIVES

LEVEL I

-Recognizes personal items of clothing.
-Identifies, from personal wardrobe, clothing suitable for specific situations.
-Demonstrates skills needed for dressing self.
-Demonstrates care of personal clothing.
-Demonstrates ability to plan and carry out a project related to textiles and clothing.

LEVEL II

-Demonstrates ways to assume responsibility in planning and selecting clothes.
-Demonstrates simple clothing repairs.
-Describes techniques for storing clothes.
-Describes precautions that may be used in protecting textiles used in home furnishings.

LEVEL III

-Relates choice in textiles to specific activities.
-Describes the relationship between care, and appearance and wearability of textiles and clothing.
-Applies consumer information to the care of textiles and clothing.
-Demonstrates and evaluates techniques related to the performance and care of textiles and clothing.
-Evaluates existing personal wardrobe in relation to predictable clothing needs.
-Evidences wardrobe maintenance skills through personal dress.

LEVEL IV

-Demonstrates skills in care and repair of textiles and clothing used by self and the family.
-Evaluates existing family wardrobe in relation to predictable clothing needs.
-Writes criteria to use in selecting textiles and clothing for self and family.

LEVEL V

-Demonstrates skills in helping others to plan, select, use and care for textiles and clothes.
-Demonstrates skills for job entry employment in the field of clothing construction, merchandising and maintenance.
-Demonstrates skills in planning, selecting and maintaining textiles and clothes for self on the job.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT VII: EQUIPMENT

GOAL: The student will acquire knowledge and develop positive attitudes and competencies in selecting, using and caring for equipment, tools and supplies needed for construction and care of clothing.

PERFORMANCE OBJECTIVES

LEVEL I

-Names basic tools, equipment and supplies used in clothing construction and care.
-Identifies safety practices in use and care of tools, equipment and supplies.

LEVEL II

-Demonstrates ability to use tools, equipment and supplies in constructing and caring for clothes.
-Identifies tools, equipment and supplies used in the textiles and clothing industry.

LEVEL III

-Demonstrates skills in use and care of equipment, tools and supplies necessary for constructing and caring for clothes.
-Uses safety practices identified in Level I.

LEVEL IV

-Demonstrates advanced techniques in the use of the sewing equipment.
-Selects and uses equipment, tools and supplies for constructing and caring for specific kinds of clothing.

LEVEL V

-Demonstrates knowledge, attitudes and skills in using home and industrial equipment, tools and supplies necessary for entry level employment in alterations and maintenance of clothing, merchandising and fashion design.

TEXTILES AND CLOTHING CONTINUUM

CONCEPT VIII: CLOTHING CONSTRUCTION

GOAL: The student will acquire knowledge and develop attitudes and skills related to construction of clothing.

PERFORMANCE OBJECTIVES

LEVEL I

-Demonstrates eye-hand coordination in performing basic skills in hand sewing.

LEVEL 'I

-Constructs an article of clothing appropriate to developmental tasks.

LEVEL III

-Constructs at least one garment using occupational techniques of clothing construction.
-Relates clothing construction skills to expressing creativity and constructive use of leisure time.

LEVEL IV

-Constructs garments using advanced techniques and fabrics.
-Individualizes commerical patterns and/or drafts patterns for use in constructing garments.

LEVEL V

-Demonstrates knowledge, attitudes and skills which are desirable for entry level employment and advancement in alterations and maintenance of clothing, merchandising, dressmaking and specialty sewing and fashion design.

COURSE CONTENT IN VOCATIONAL HOME ECONOMICS

Goals and Performance Objectives

Before the content of a program can be devised, the objectives of such a program must be stated clearly, concisely and in terms of what the student will know or be able to do when he completes the program. If the objective is stated in general terms without specific measures for evaluation, it becomes a goal. A goal may be very broad such as a goal for a complete two year program.

> Example: Upon completion of the two year program in homemaking, the student will understand the complexity of the homemaker role and will have developed measureable proficiency in the skills and tasks performed by a homemaker.

For each course the goal can still be stated in general terms, but it will be much more specific than the over-all goal.

> Example: Upon completion of the first year of the homemaking program, the student will be able to describe the occupations which utilize home economics skills, aptitudes and knowledge and will have developed measurable proficiency in the skills demanded of a homemaker in foods and nutrition, textiles and clothing.

Performance objectives may be stated first for each area of study, then for specific units, and finally according to daily lesson plans. Each time the objectives become more specific in terms of exactly what the student is expected to do, under what conditions he is expected to perform and the criteria by which he will be evaluated.

> Example: Unit Objective--Upon completion of the study of food and nutrition, the student will be able to identify the nutrients needed by the body and the food sources of each nutrient. The student will demonstrate proficiency in the preparation of foods, and plan, prepare and serve meals suitable for families of different economic and cultural levels.

> Example: Performance objective--The student will identify, either orally or in writing, the nutrients in at least 40 out of 50 named food sources.

Francis Bacon once said, "Writing maketh the exact man". Stating in written form specific objectives for each class lesson will help clear away much of the fuzziness of teaching. It will help the teacher evaluate at the end of the day as to whether the students accomplished the objectives.

It will also contribute to the development of a fair and valid test or examination because the evaluation method is built into the objective. It will help answer the question, "What do the students really learn in home economics?" Under the chapter "You the Evaluator", evaluative procedures other than written tests will be discussed.

One important point: The performance objective must not be kept a secret from the student. Learning takes place when the goals are clearly defined and accepted by the student. He can evaluate his own progress if he knows the objective of the lesson.

Some writers on behavioral objectives feel that the verb is the most important part of the objective. Some even restrict the number of verbs to be used. Do not worry too much about using the correct verb. The important idea is that the verb must convey to the reader exactly what is expected of the student when he completes the lesson.

Bloom's Taxonomy of Educational Objectives

A taxonomy is simply a classification of anything, from the lowest rank to the highest. Benjamin Bloom and others have made a significant contribution to education in their Taxonomies of Educational Objectives.*

Bloom divided all educational objectives into three categories, each equally important. In each category he listed the type of educational objectives from the lowest order to the highest order.

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[1] Bloom, Benjamin S., et al. Taxonomy of Educational Objectives, Handbook I, Cognitive Domain. New York: David McKay Company, Inc., 1956.

Krathwohl, David R., Benjamin S. Bloom and Bertram B. Masia. Taxonomy of Educational Objectives, Handbook II, Affective Domain. New York: David McKay Company, Inc., 1964.

Simpson, Elizabeth J. "The Classification of Educational Objectives, Psychomotor Domain," Illinois Teacher of Home Economics, Vol. X, No. 4, pp. 121-126.

1. Cognitive Domain: to think

   From simple recall of knowledge, through comprehension, application, analyses, syntheses and finally to evaluation or the ability to make judgements on the basis of criteria.

2. Affective Domain: to feel

   From receiving through responding, valuing, organizing, to a value complex which is the conscious control of behavior by value judgments.

3. Psychomotor Domain: to act

   Manual or physical dexterity affected by cognitive and affective learning.

All three of the handbooks are worth studying. It is suggested that as performance objectives are written, consideration should be given all three types of learning. Writing objectives with the taxonomies in mind focuses attention on the higher levels of learning. Too many objectives are on the simple recall level. Higher levels of objectives will foster higher level learning. The most difficult performance objectives to write are in the affective domain, because evaluation is difficult.

Course Content by Levels

Continuums

A continuum is a sequential ordering of objectives. Ideally a continuum is ordered according to the developmental tasks of the learner and the developing complexity of the content.

On the following pages are the conceptual charts and the continuums of objectives which have been developed for vocational home economics. The original continuums were developed in the summer of 1970 by a group of selected teachers.

The continuums were presented to all the home economics teachers through a series of drive-in workshops throughout the state. Comments and criticisms were invited. After editing and revising in light of the suggestions from the teachers, the continuums were sent in February, 1971 to all the vocational teachers for study. In addition, the continuums were revised in the summer of 1971 ty teachers writing the resource guides for each instructional area. The following continuums are the result of this study and represent the composite work of all the vocational home economics teachers of Florida.

The instructional objectives are organized into the areas of home economics as defined in the chapter of Vocational Home Economics in Florida. Each area has been presented in five levels.

Level I	Early Childhood	Grades K - 3
Level II	Late Childhood	Grades 4 - 6
Level III	Early Adolescence	Grades 7 - 9 Junior High
		Grades 6 - 8 Middle School
Level IV	Late Adolescence	Grades 10 - 12 Senior High School or Area Vocational School
Level V	Wage earning programs for area vocational schools, occupational programs in high school or for adult education.	

The continuums do not identify specific courses. Under each instructional area, several different courses might be needed to accomplish all the instructional objectives.

COURSE CONTENT BY LEVELS

Level I - Primary Level

Students develop basic concepts about the personal and social significant of work. They become aware of the various job opportunities in the world of work and the importance of becoming educated and trained for occupational roles. Students develop fundamental skills in the performance of home tasks and responsibilities including positive food, clothing, housing and shopping practices. The home economics teacher may serve as a resource person working primarily with teachers in program planning or with students as a special teacher.

Level II - Intermediate Level

Students are introduced to the ways in which individual and family needs for food, clothing shelter and child care are met through business and industry as well as in the home. Students improve personal and family well-being be developing social skills, improving home environment and becoming aware of family cultures other than their own. If laboratory facilities are available the students are provided with hands on activites such as simple food preparation and sewing skills relevant to their needs and interests.

Level III - Middle or Junior High School Level

Students are given opportunities to evaluate their interests, abilities, values and needs in relationship to occupational roles. They explore selected occupational clusters and relate their performances in basic subject areas to career development. They are introduced to the five areas of home economics in an activities-centered program designed to meet the needs of the "transescent". They develop employability competencies such as relationships, management of resources, diet, care of environment, grooming and dress.

Level IV - High School Level

Students may explore in depth and train for entry level skill in an occupational cluster, thus providing a foundation for further progress. They may moves between clusters if they so desire. Particular emphasis is placed on training for occupations that utilize home economics knowledge and skills as students develop basic skills in food preparation, home care, clothing construction and for care of children. They may prepare for a post-secondary occupational program or a four-year college. They receive guidance and counseling in selecting areas for occupational specialization.

Level V - Post-Secondary Level

Students, including adults have the opportunity to develop increased proficiency in home economics related occupations and/or upgrade or update their occupational knowledge and skills in order to achieve stability or advancement in employment. They may prepare to pursue job preparation at a higher educational level in regard to vocational education.

K-12 COURSE DESCRIPTIONS

OVERVIEW - All home economics offerings are commensurate with the developmental tasks of the students and instruction should be adapted to the achievement levels of the students enrolled. Future Homemakers of America, management and consumer education may be regarded as commonalities of vocational home economics education, irrespective of specific course offerings.

INTRODUCTORY HOME ECONOMICS (ELEMENTARY) - Home economics offerings at the elementary level may be flexible according to the school situation. Instruction may be provided by the regular teacher, by a home economics resource teacher working in the self-contained classroom or by a home economics teacher in a home economics laboratory designed for elementary level instruction. Objectives should be occupationally oriented to the family and to the world of work and provide for a variety of "hands on" experiences of an activity nature. Content emphases are related to the five subject matter areas of home economics and are presented so as to be appropriate to the developmental tasks of students. The five home economics subject-matter resource guides, K-12, may be used in planning the program of instruction.

HOME ECONOMICS 7 - Acquaintsstudents with the world of work and with those occupations based on home economics knowledge and skills. Hands-on experiences are provided to assist students in relating basic homemaking tasks to occupations for earning wages outside the home. Experiences in foods, housing, child care, clothing and consumer education may be adapted to both a home situation and to a wage earning situation. Instruction is of an interdisciplinary nature and taught as a part of a broader vocational offering whenever possible. Activities are planned for optimum flexibility of time and space arrangements.

HOME ECONOMICS 8 - Provides opportunities for students to acquire knowledge and skills and to develop positive attitudes regarding preparation for the world of work. Emphases are placed on those skills that are important to general employability and optimum performance on any job irrespective of occupational choice. Students are acquainted with the importance of a positive self-concept and effective relationships with others on the job; personal nutrition needs and ways of meeting these through selection and consumption of food; appropriate grooming and dress for job situations, respect and care of a working environment; and management of time, energy, space and material resources by the worker. Consideration is given to the unique concerns involved in the dual role of homemaker and wage earner. Students are given extensive opportunities for critical thinking, problem-solving and decision—making.

ORIENTATION TO THE WORLD OF WORK - Provides students with opportunities to explore the various occupational opportunities in which he is interested or which he knows little about. Emphasis is placed the acquisition of basic skills desirable for employability in any job situation, particularly those skills related to the five major subject-matter areas of home economics. Instruction may be provided by a home economics teacher or by a number of vocational education teachers working together in an interdisciplinary situation in which home economics is taught as a part of a broad vocational offering. Learning situations are activity-oriented and provide opportunities for a variety of hands-on experiences. The course is appropriate for the middle or junior high school level.

EXPLORATION OF HOME ECONOMICS OCCUPATIONS - Designed for in-depth exploration of occupations related to the five subject-matter areas of home economics. Occupations include the specialized clusters in each of the five areas and homemaking which is comprehensive in nature and includes all five areas. Emphases are placed on employability skills, including methods for acquiring and practicing the skills; laws and regulations related to employment and working conditions; the dual role of homemaker and wage earner; management of resources; and finding and holding a job. According to their interests, abilities and needs, students may pursue varying degrees of specialization in the acquisition of job-entry skills.

COMPREHENSIVE HOME ECONOMICS - Comprehensive in scope and encompasses all subject areas of home economics. It is designed to provide junior and senior high school students with the basic knowledge, attitudes and skills for the occupation of homemaking and for other home economics related occupations. Concepts, content and experiences are appropriate to the developmental tasks of both boys and girls. All subject areas emphasize instruction in management and consumer education. Students are acquainted with homemaking and home economics careers, including the qualifications and educational requirements.

HOME ECONOMICS, SPECIAL NEEDS - Uniquely structured to serve students with special needs. Modifications of concepts in home and family living and orientation to the world of work course including homemaking knowledge and skills; roles of men, women an youth in the labor force; job opportunities, benefits and requirements; personal requirements for job success, including appearance, attitudes and relationships in the world of work; pertinent legislation and labor laws and management of human and material resources.

FAMILY LIVING - Designed to provide older youth and adults with the opportunity to study problems of marriage and family life. The course content is comprehensive in scope and emphasizes concepts pertaining to preparation for marriage; individual and family values and goals; expressions of sexuality within the family; management of the home and family resources; roles and responsibilities of family members; dual role of homemaker and wage-earner; family crises and coping factors; feeding, clothing and housing families; responsibilities of parenthood; agencies that affect the family; the interaction of the family and community; family recreation.

HUMAN DEVELOPMENT SEMESTER COURSE - Designed to acquaint the student with the total growth processes from conception through adulthood. Through a study of human development, it is hoped that the adolescent will gain a better understanding of self and will be able to improve relations with others at home, at school and at work. The acquisition of skills in human relations involves knowledge and understanding, as well as concern, for the physical, mental, social and emotional growth and development. Emphasis is placed on those skills related to effective family living and to caring for persons who cannot care for themselves. Such jobs may be pursued for wage-earning.

CHILD DEVELOPMENT SEMESTER COURSE - Includes a study of the pre-natal, infant, early and late childhood periods in the development of human beings. The study of parental roles and responsibilities and a knowledge of preparation desirable for persons working in child care occupations are emphasized. Recognition is given to the uniqueness of each individual as well as established patterns of growth and development. Major concepts included are hereditary and environmental factors affecting human growth and development; physical, social, emotional and intellectual characteristics of children of different ages; children with special needs; agencies and legislation affecting children; and employment opportunities in child care services. Concepts are related to specialized preparation in child care, guidance and services.

PERSONAL, SOCIAL AND FAMILY RELATIONS SEMESTER COURSE - Provides high school students the opportunity to analyze concerns relevant to the age, maturity and sophistication of the students enrolled in the course. Major content areas include self-concept; personal development; management of personal resources; grooming and dress; interpersonal relations; family life cycle stages; orientation to the world of work; job opportunities in home economics. All instruction is relevant to the home, to the community and to job situations.

FAMILY ECONOMICS SEMESTER COURSE - Provides students with opportunities to explore ways by which the economy of the nation affects the family and how decisions made by individuals and the family for spending, saving and investing in turn affect the economy of the nation. Major concepts include: importance of economics to individual and community well-being; principles of the economic system; comparison of the American economic way of life with that of other countries; factors that determine family income levels; classification of family income; opportunity costs; personal and family values and goals in regard to financial decisions; credit; and providing for personal and family economic security. Emphasis is placed on management skills in the world of work.

FOOD AND NUTRITION SEMESTER COURSE - Provides in-depth instruction for senior high school boys and girls. Instruction is basic to the specialized preparation necessary for jobs in food production, management and services. Concepts in management and consumer education are stressed. Students are provided instruction concerning the nutritional needs of people of various ages and with special concerns; an understanding of world food problems and the ecological aspects of food; meal planning; advances in food technology; social and psychological aspects of food; foods for the space age; uses of convenience foods; employment opportunities in food and nutrition; experiences inplanning, selecting, preparing and serving a variety of foods; legislation and agencies which exist for the protection of the food consumer. Sanitation and safety are emphasized as relating to the home and to the food service industry.

HOUSING AND HOME FURNISHINGS SEMESTER COURSE - Designed according to three major aspects--the interaction of people with home and community environments; consumer decisions pertaining to housing and home furnishings; and shelter responsibilities assumed by community and governmental agencies. Major concepts include effects of societal changes on housing; financial aspects of housing on family and interpersonal relations; application of principles of aesthetics and management to housing; personal and community responsibility involved in housing; occupational and professional opportunities in housing and home furnishings; foundation skills in the construction of home furnishings; factors which influence choice of housing; and achieving of housing essentials by families of varying circumstances.

TEXTILES AND CLOTHING SEMESTER COURSE - Provides students opportunities to acquire in-depth knowledge, attitudes and skills in the field of textiles and clothing. Major concepts included are: personal analysis in regard to dress; elements and principles of design; social and psychological aspects of dress; personal wardrobe planning; fundamentals of fashion; identification, selection and care of textiles; planning, buying and maintaining family clothing; advanced clothing construction; selection and care of accessories; basic alteration skills; basic pattern design; trends in dress; international clothing market; individualization in dress; creative aspects of clothing construction and sewing skills; and employment opportunities in the field of clothing and textiles. The instruction offered is basic to the specialized preparation for jobs in clothing management, production and services.

CHILD CARE, GUIDANCE AND SERVICES - WAGE EARNING - Designed to prepare students for employment as aides in the care, management and instruction of young children. The study includes identifying opportunities for employment; the fundamentals of child development and ways of meeting the physical, mental, emotional and social needs of individuals in a child care program; and planning, preparing and maintaining an environment conducive to growth and well being. Students receive supervised work experiences in a school laboratory or in an approved community laboratory situation.

COOPERATIVE CHILD CARE, GUIDANCE AND SERVICES - WAGE EARNING - Combines home economics instruction with participation on a job involving child care, guidance and services. Home economics students are involved in a cooperative arrangement between the school and an employer that provides a work station for on-the-job experiences. Such students receive instruction in academic courses, job related Home Economics courses and general and specific job skills.

CARE OF THE ELDERLY OR DISABLED - See Adult Course Descriptions.

KINDEGARTEN AIDE - See Adult Course Descriptions.

INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES - WAGE EARNING - Designed to provide students with knowledge, attitudes and skills for jobs in the management of homes and institutions. Students have the opportunity to identify the various types of employment available in home and institutional management and to develop skills in handling emergencies and human relations; in providing adequate care for the elderly and disabled; in using and caring for housekeeping equipment; in caring for children; in planning, buying, preparing and serving food; and in performing laundry and cleaning tasks.

COOPERATIVE INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES - Combines home economics instruction with participation on a job involving institutional and home management and supportive services. Home economics students are involved in a cooperative arrangement between the school and an employer that provides a work station for on-the-job experience. Such students receive instruction in academic courses, job-related home economics courses and general specific job skills. All experiences are planned, conducted and supervised by the school and employers so that all contribute to the student's education, general employability and job competence.

HOMEMAKER'S ASSISTANT - See Adult Course Descriptions.

VISITING HOMEMAKER - See Adult Course Descriptions.

HOUSEKEEPING AIDE FOR BUSINESSES AND INSTITUTIONS - See Adult Course Descriptions.

FOOD MANAGEMENT, PRODUCTION AND SERVICES - Designed to provide the student with opportunities to acquire basic knowledge, attitudes and skills needed for employment in a variety of food service positions and involves the use and care of equipment; social and verbal skills for food service workers; health; sanitation and safety in food production and service; preparing and serving commercial food; psychology of work; procedures in following directions; work patterns; purchase and storage of food and supplies; opportunities for advancement in the food service industry; and evaluation of food service establishments.

COOPERATIVE FOOD MANAGEMENT, PRODUCTION AND SERVICES - Combines home economics instruction with participation in a job involving food management, production and services. Home economics students are involved in a cooperative arrangement between the school and an employer that provides a work station for on-the-job experience. Such students receive instruction in academic courses, job related home economics coursesand general and specific job skills. All experiences are planned, conducted and supervised by the school and employers so that all contribute to the student's education, general employability and job competence.

CATERING - See Adult Course Descriptions.

QUANTITY FOOD PREPARATION AND SERVICES - See Adult Course Descriptions.

MEAL PREPARATION AND SERVICE - See Adult Course Descriptions.

MANAGEMENT AND FOOD SERVICE - See Adult Course Descriptions.

BASIC NUTRITION - See Adult Course Descriptions.

FAST FOOD SERVICE - See Adult Course Descriptions.

DIETETIC AIDE - See Adult Course Descriptions.

HOME FURNISHINGS, EQUIPMENT AND SERVICES - WAGE-EARNING - Designed to prepare students for jobs in the field of home furnishings and equipment. Students have the opportunity to: (1) identify various types of employment available in the field of home furnishings, equipment and services and (2) develop specialized skills in constructing home furnishings and applying product knowledge.

COOPERATIVE HOME FURNISHINGS, EQUIPMENT AND SERVICES - Combines home economics instruction with participation on a job involving home furnishings, equipment and services. Home economics students are involved in a cooperative arrangement between the school and an employer that provides a work station for on-the-job experience. Such students receive instruction in academic courses, job related Home Economics courses and general and specific job skills. All experiences are planned, conducted and supervised by the school and employers so that all contribute to the student's education, general employability and job competence.

HOME FURNISHINGS SERVICES - See Adult Course Descriptions.

DECORATOR'S AIDE - See Adult Course Descriptions.

FURNITURE REUPHOLSTERING, BASIC - See Adult Course Descriptions

FURNITURE REUPHOLSTERING, ADVANCED - See Adult Course Descriptions

CLOTHING MANAGEMENT, PRODUCTION AND SERVICES - WAGE EARNING - Designed to provide the student with the basic knowledge, attitudes and skills needed for employment in a variety of clothing services. Students have the opportunity to: (1) identify the various types of employment available in clothing management, production and services; and (2) develop skills in such specific areas as professional dressmaking, specialty sewing, alterations, fashion design, product knowledge for merchandising, the operation and care of domestic and commercial sewing machines and other sewing equipment; pressing techniques as they relate to a variety of fabrics; routine care of clothing; special care problems in wardrobe maintenance and design (line, shape, texture and color) as related to clothing selection, construction, fitting and alterations. Management of human and materials resources will be included in each course in proportion to objectives set for that course.

COOPERATIVE CLOTHING MANAGEMENT, PRODUCTION AND SERVICES - Combines home economics instruction with participation on a job involving clothing management, production and services. Home economics students are involved in a cooperative arrangement between the school and an employer that provides a work station for on-the-job experience. Such students receive instruction in academic courses, job related home economics courses and general and specific job skills. All experiences are planned, conducted and supervised by the school and employers so that all contribute to the student's education, general employability and job competence.

ALTERATIONS - See Adult Course Descriptions

PERSONAL WARDROBE MAINTENANCE SPECIALIST - See Adult Course Descriptions

CUSTOM DRESSMAKING - See Adult Course Descriptions

GARMENT MAKING, COMMERCIAL - See Adult Course Descriptions

FASHION MERCHANDISING - See Adult Course Descriptions

FASHION DESIGN - See Adult Course Descriptions

HOME ECONOMICS DIVERSIFIED COOPERATIVE, WAGE EARNING - Combines Home Economics instruction with job participation allowing each student to study for the home economics job of his choice.

Home economics students are involved in a cooperative arrangement between the school and an employer who provides a station for on-the-job experience. Students receive instruction in required academic courses, job related home economics courses and general and specific job skills. All experiences are planned, conducted and supervised by the school and employers so that all contribute to the student's education, general employability and job competence.

HOME ECONOMICS, GUIDED STUDIES - Designed to provide students with the opportunity to select an area of instruction for directed individual instruction, research, independent study, creative instructional experiences, and other types of in-depth pursuit of consumer and homemaking and career development projects. Planning and evaluation are essential aspects of the program and critical to the individual progress of the involved students. The course should not be for more than two semesters of study.

Adult Education

In many counties of Florida an extremely active and diversified adult education program is flourishing. Adults are anxious for the opportunity to improve vocational skills.

Home Economics courses may be offered in any instructional area of home economics for improving skills in homemaking, for training for gainful employment or for upgrading knowledge and skills in home economics related occupations. Any of the suggested areas in the continuum may be offered. See "The Accreditator" for specific course offerings.

Adult Education frequently occupies the same building and uses the same equipment at night which is used by the secondary teachers in the daytime. This requires close cooperation between the teachers of the two programs. Teachers in the secondary school may, if they wish, teach six hours in the adult program.

Daytime adult classes may be held in community halls, churches, fire stations or other public facilities.

Adult education is one of the best ways to help the taxpayers realize a profit from the investment of their tax dollars in school buildings and equipment.

ADULT COURSE DESCRIPTIONS

INFANT CARE - Includesheredity and environment as factors affecting the development of children; proper care of the expectant mother; adjustments within the family before and after the baby's arrival; clothing and equipment needed for the infant; use of schedules in caring for the baby; stages in infant physical development; and factors which contribute to health and well-being of the infant. Techniques for holding, feeding, bathing, clothing and exercising the baby will be included.

THE PRESCHOOL CHILD - Designed to provide adults with the opportunity to gain additional knowledge regarding the growth and development of the young child. Major emphasis is given to the behavioral characteristics of the child, ages one to six. The study includes factors influencing human growth and development; preparation of the child for entering school; and the community services that contribute to the well-being of the young child.

THE OLDER CHILD AND ADOLESCENT - Involves a study of the physical, social and emotional characteristics of individuals during the pre-adolescent and adolescent years; interaction of youth with the home, school and community; factors that contribute to the well-being of teenagers; and legal responsibilities concerning adolescents and pre-adolescents.

CHILD CARE, GUIDANCE AND SERVICES - See K-12 Course Descriptions

HOME CARE OF THE SICK - Designed to prepare individuals for necessary family adjustments due to illness in the home. Major concepts include delegating home responsibilities; revising family routines and time schedules; basic skills in home nursing; planning family food in relation to special food needs; and re-organizing financial plans to meet unexpected expenses.

CHILD DAY-CARE CENTER WORKER - Provides the student with relevant laboratory experiences in child care and guidance. Experiences include helping children remove outer garments and putting them in designated places; supervising children in eating, resting and toileting; supervising play activities and creative activities such as painting, clay molding, and puppet play; helping children develop habits of caring for own clothing, picking up and putting away toys and books; and helping to keep the day-care center clean and attractive. Experiences emphasize positive health and safety practices.

FAMILY CONSUMER BUYING - Provides a study of the economic position of the individual consumer and the family; agencies and organizations designed to render assistance with buying problems; grading and standardization of food materials, fabrics, clothing and household equipment; informative labeling; and legislation effecting family buying.

ESTABLISHING A HOME - Designed to provide individuals with the basic knowledge, attitudes and skills desirable for homemaking. Concepts included are choosing a place to live; selecting goods and services used by the family; managing human and material resources available for family use; and interaction of home and community resources.

MANAGING THE HOME - This course includes a study of management in the home as related to current activities of individuals and families. Emphasis will be placed on methods of care and upkeep of the home and its furnishings with the least expenditures of time, energy and money.

HOMEMAKER'S ASSISTANT - Designed to prepare the student to work under the direction of the homemaker, to perform basic housekeeping duties of cleaning all rooms through use and care of manual and electircal equipment and appropriate use of cleaning materials; to do simple laundering; to prepare and serve family meals; to take care of children during mother's absence; to take telephone messages and meet people at the door; and to meet ordinary emergencies which may arise during homemaker's absence.

CARE OF THE ELDERLY OR DISABLED - Serves as an aide to elderly or convalescent persons, either full-time or part-time. Prepares and serves the person's food; answers the telephone; helps with correspondence; assists with personal grooming; keeps surroundings tidy; helps to keep the person occupied by reading, conversing and playing games; accompanies the person to the doctor's office or elsewhere to secure medical attention; shops and runs errands; and, on occasion, accompanies the person on walks, on visits to neighbors, to church or to the movies.

VISITING HOMEMAKER - Prepares for maintaining normal family life when the mother must be away or the family is under the stress of an emergency. Helps maintain family routines and activities. Supervises the activities of children and helps them have a sense of security through sympathetic understanding. Prepares or assists family members in preparing simple and nutritious meals; laundry techniques; and clean and orderly housekeeping.

HOUSEKEEPING AIDE FOR BUSINESSES AND INSTITUTIONS - Develops knowledge and skills involved in keeping businesses and institutions clean, orderly and ready for use, including correct procedures in handling cleaning materials and equipment. Emphasis should be placed on acquiring and using knowledge of business practices and public relations.

INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTIVE SERVICES - See K-12 Course Descriptions.

NUTRITION, FAMILY - A study of the elementary principles of nutrition, the relation of food selection to health and development of ways to improve poor dietary practices. Consideration will be given to serving persons with special food needs as well as meeting the nutritonal needs of all members of the family.

PRESERVING FOODS FOR THE FAMILY - Emphasizes the freezing, canning, preserving and storing of foods for the family. Emphasis will be given to the selection, use and care of equipment and methods for freezing and canning. Effective ways to use frozen and canned foods are studied.

SHORT CUTS IN MEAL PREPARATION - Involves the preparation of quick, nutritious meals through the use of mixes, packaged and frozen foods. Consideration will be given to the selection, use and care of kitchen appliances and equipment.

FOOD PREPARATION, BASIC - Instruction in the planning, preparing and serving of nutritious meals for the family. Laboratory experiences in preparing food for breakfast, lunch and dinner will be included. Major concepts include: purchasing of food; use, care, storage and arrangement of utensils and equipment; and management of human and material resources.

FOOD PREPARATION, ADVANCED - Includes specialized preparation of food for family meals such as meats, seafoods, poultry, vegetables and desserts. Consideration will be given to budgeting, marketing and storing foods as well as table service for all occasions.

GOURMET COOKING- Provides students with professional tips on "cooking with a flair". They have an opportunity to enhance a taste for fine foods. Special consideration is given to food preparation for entertaining. Recipes are provided and suggestions are given on food combinations, seasoning and serving. Creative approaches to food preparation and service are stressed.

CAKE DECORATING, BASIC - Provides students with basic skills necessary to use tubes in decorating cakes, hors d'oeuvres, canapes and other foods needing garnishing. They learn how to make flowers of all types, borders, covers and novelty designs and seasonal decorations.

CAKE DECORATING, ADVANCED - Provides students with advanced skills in using a variety of equipment and materials in decorating such foods as cakes, hors d'oeuvres and canapes. They utilize elements and principles of design in creatively individualizing foods for specific entertaining situations.

MANAGEMENT AND FOOD SERVICE - Includes the study of job roles and responsibilities; work plans; safety and sanitation procedures; pre-preparation and storage of foods; planning arrangements for serving food; management of human and material resources; efficiency for job performance; record keeping procedures; opportunities in food management jobs and evaluation as a function of food management. Students will train in all areas of the laboratory. This will enable them to decide which area they prefer for specialization if they desire to continue their education.

DIETETIC AIDE - This course is designed for the student to acquire the knowledge and skills necessary to perform duties effectively in a dietary department of hospitals, nursing or convalescent homes. Classroom teaching and clinical supervision are provided by registered American Dietetic Association dietitians. Community institutions cooperate to provide for the clinical experience under supervision of the instructor.

CATERING - This course is designed to give a basic knowledge of all types of foods for special occasions. Included are preparation and serving of hot and cold hors d'oeuvres, buffet foods, cake decorating, petit-fours, glazes, molded salads and desserts and vegetable garnishings. The current methods and techniques of catering prepare the student for self employment or for employment in catering services.

FAST FOOD SERVICE - This course is designed to improve efficiency in fast food service as well as quality of food served. It includes principles and techniques of fast food service, including the use of convenience foods. Trainees learn proper use and care of short order and fast food equipment, menu planning, service, cost and portion control, calculating and recording quantities of food used, purchasing and storage. Management is emphasized.

QUANTITY FOOD PREPARATION AND SERVICES - Explores factors relating to the production and service of food in quantity; quality food standards; the production schedule; techniques for buying and storing food; tools and techniques for preparing and serving food in quantity; planning, preparing and serving quality foods in quantity.

MEAL PREPARATION AND SERVICE - Focuses on the study of nutrition, menu planning, budgeting and correct methods of preparation of foods to conserve food value, color, texture and flavor; combinations of foods to prepare and serve; meals for all types of service and for all occasions; maintenance of cost control; food purchasing; planning and preparation of special diets for children, the obese, convalescents, the aged and others.

FOUNDATIONS OF SCHOOL FOOD SERVICE - This course is designed to assist employees in finding and solving problems of school food service. In includes characteristics of a good food service, and its place in the total education program with comprehensive overview of the principles of menu planning, purchasing, food preparation and service, equipment use and care, sanitation and safety, personal cleanliness and grooming, the value of a good working relationship within the organization and with the school community. Emphasis is placed upon the need for greater knowledge in operating school food services to insure maximum benefits to the children and the need for greater knowledge in operating school food services.

BASIC NUTRITION - Emphasizes importance of nutrition to individual and community health; essentials of an adequate diet; physical and social functions of food; providing for optimum nutrition through proper handling of food; special nutritive needs of individuals; food fads, habits and fallacies.

FOOD SERVICE SUPERVISOR (INSTITUTIONS) - This course instructs students in methods of supervising employers in serving food in hospitals, nursing homes, school or college food service departments and similar institutions, and in maintaining cleanliness of food service areas and equipment; performing duties and assignments and coordinating work to promote efficiency of operations; serving of meals in dining room; cleaning of kitchen and dining areas and washing of kitchen utensils and equipment according to sanitary standards. The student learns to keep records, such as amount and cost of meals served and hours worked by employees; to requisition supplies and equipment to maintain stock levels; and to direct preparation of foods and beverages.

FOOD MANAGEMENT, PRODUCTION AND SERVICES - See K-12 Course Descriptions.

HOUSING FOR THE FAMILY - Includes a study of the selection of a place for the family to live including buying, building or renting a house, apartment or other dwelling. Special attention will be given to the provision of information that will help individuals and families weigh values in making decisions. Factors such as the following will be analyzed and developed: housing needs of a family or individual; characteristics and plans for desirable housing; including location, room layout and site; meeting housing needs on a given income and legal information needed in planning for housing.

HOME DECORATION - Includes a study of the ways in which attractive and livable interiors can be planned in relation to individual and family housing situations and incomes; choosing and combining line, color, design and various materials and selecting wall, window and floor.

DECORATOR'S AIDE - Provides specific information to students who are preparing to work in the home furnishing services. Major concepts include: functional and decorative compatability between design and material; characteristics, performance and maintenance of textiles; and criteria for selecting home accessories.

FURNITURE REUPHOLSTERING, BASIC - Designed to assist students in developing job skills involved in the selection of appropriate materials; and dismantling, reupholstering and refinishing furniture.

FURNITURE REUPHOLSTERING, ADVANCED - This course is planned for the advanced student. Using basic techniques of reupholstering, the individual progresses to redesigning, rebuilding and reupholstering such projects as contour chairs, reclining chairs and antique, tufted and channel back chairs and couches.

HOME FURNISHINGS SERVICES - Prepares students to work in the home furnishings industry. Major concepts included are textile and product information; design in home furnishings; achieving compatability between design and materials. Students are provided the opportunity to acquire competencies necessary for constructing draperies, bedspreads, slipcovers and pillows, and for re-upholstering furniture.

HOME FURNISHINGS, EQUIPMENT AND SERVICES - See K-12 Course Descriptions.

CHILDREN'S CLOTHING - Designed to provide persons with skills in making children's garments. Course includes fabric selection suitable for children's wear; pattern usage, garment construction techniques; and care and upkeep of children's clothing. Completion provides opportunities for self-employment in the home or employment in business.

SELECTION AND CARE OF CLOTHES FOR THE FAMILY - Study of fibers, fabrics and special finishes; informative labeling of fabrics for home sewing and for ready-to-wear garments; and characteristics of well-made garments and accessories. Major concepts include: selecting clothing accessories for individuals and family members; good design, color and appropriateness of clothes to age and occasion; care and upkeep of family clothing; and simple alterations.

CLOTHING CONSTRUCTION, BASIC - Planned for the person who has had little or no experience in recently developed techniques in clothing construction. This course includes a study of pattern selection, body measurements and simple alterations; fabric selection and preparation with emphasis on "easy-to-sew" patterns, selection, use and care of sewing and pressing equipment; completion of a simple garment using modern sewing techniques; and selection of suitable accessories.

CLOTHING CONSTRUCTION, INTERMEDIATE - Designed to encompass more advanced techniques in clothing construction. This course provides experiences in the coordination of pattern, fabric, lining and notions and clothing construction techniques to include underlinings, belts, reinforced corners and the use of fabrics that are more difficult to handle. The completion of one or more garments is required for the course.

CLOTHING CONSTRUCTION, ADVANCED - Designed for the person who has completed Basic Clothing Construction. It includes developing the ability to make more difficult pattern alterations; use of more complicated patterns; use and care of fabrics requiring special treatments; and completion of at least one garment using more advanced techniques and details which give individuality to the garment will be required.

ALTERATIONS - Includes knowledge and skills in the handling of fabrics; fitting; clothing construction; altering a garment; and pressing techniques. Completion prepares the student to locate, secure and hold a job in the field of clothing alterations.

CUSTOM DRESSMAKING - Designed to provide students with the knowledge, attitudes and skills that will enable them to earn money by sewing for others. Major concepts include selection of fabrics and patterns according to criteria; pattern and garment fitting; characteristics and performance of widely used fibers and fabrics; construction and tailoring techniques; individualizing garments; pressing techniques; and selection and application of trim.

GARMENT MAKING, COMMERCIAL - Designed to provide the student with skill in using factory techniques for the construction of garments. The course stresses quality workmanship, speed and mass production procedures currently used in the sewing trades. Attention is given to the various aspects of the garment industry and the contribution of the garment worker to the field of fashion.

PERSONAL WARDROBE MAINTENANCE SPECIALIST - Provides students with knowledge and skills to maintain an employer's wardrobe in good condition by performing such tasks as repairing, cleaning and storing clothing. Other major concepts include: employer-employee relationships; wardrobe evaluation; utilization of commercial cleaning services; and selection of accessories and wardrobe construction.

TAILORING, BASIC - Designed for the person who has demonstrated proficiency in the skills of clothing construction. This includes selection, use and care of fabrics suitable for tailoring techniques; use of equipment essential to tailoring; and the construction of one or more tailored garments.

TAILORING, INTERMEDIATE - Provides the student opportunity to construct tailored garments with emphasis on fitting; application of advanced tailoring techniques and study of methods for handling woolens and other fabrics suitable to tailoring. The completion of a tailored garment is required.

TAILORING, ADVANCED - Designed to include tailoring pants and sport jackets for men. Emphasis is placed on the selection of fabric, interfacings, facings, notions and tailoring techniques.

FASHION MERCHANDISING - Includes career opportunities in merchandising and sales; socio-psychological effects of clothing; history of costume; famous designers; fibers and fabrics; grooming and wardrobe planning. Principles of merchandising; mathematics; advertising; receiving; sales and product display are emphasized.

FASHION DESIGN - Helps student to develop skills related to using fabric, equipment, garment fit and construction. An analysis will be made of the elements and principles of design with application of the information made to fashion production. Relationship between fashion history and the influence of individuals on fashion will be illustrated. Procedures in taking accurate body measurements, selecting fabrics and applying design to patterns will be practiced by designing and constructing garments.

CLOTHING PRODUCTION, MANAGEMENT AND SERVICES - See K-12 Course Descriptions.

PART II

TEACHER HANDBOOK

THE VOCATIONAL EDUCATION AMMENDMENTS OF 1968

The Vocational Education Amendments of 1968 were enacted by Congress to provide a more realistic approach to planning, implementing, conducting and evaluating programs of vocational education. The Vocational Education Act of 1963 had imposed restrictions on various aspects of vocational education, one of which was in the area of home economics education, primarily in regard to preparation for work in the home. The 1963 Act had provided funds for home economics wage earning occupations, but no consideration had been given to preparation for the occupation of homemaking.

The Amendments have been written in several parts in order to give emphasis to various aspects of vocational education. The following information provides a brief description of each of the various parts.

TITLE I

Part A - General Provisions states the purposes of the legislation; the authorization of appropriations; the formula for determining allotments to the States; the membership and duties of a National Advisory Council on Vocational Education and the membership and duties of a State advisory council; and definitions used in the Bill.

Part B - State Vocational Education Programs defines the ways in which grants to States may be used and the procedures to be followed in securing such monies. Home Economics wage-earning programs are funded through Part B.

Part C - Research and Training in Vocational Education authorizes sums to be spent on research and training programs.

Part D - Exemplary Programs and Projects provides appropriations to help young people bridge the gap between school and earning a living and funds the cost of developing and operating exemplary occupational programs.

Part E - Residential Vocational Schools authorizes funds for constructing , equipping and operating residential schools to provide vocational education for youths aged 15 to 21.

Part F - Consumer and Homemaking Education provides funds to encourage the development of home economics programs designed to improve social and cultural conditions, especially in economically depressed areas. At least one-third of such funds shall be used in economically depressed areas with high rates of unemployment Special emphases are placed on consumer education, the dual role of homemaker and wage earner, preparation for the work in the home, professional leadership and ancillary services for assuring quality in homemaking education programs.

Part G - Cooperative Vocational Education Programs funds programs designed to prepare students for employment through relevant cooperative work arrangements with business and industry.

Part H - Work Study Programs grants monies for providing work-study arrangements for students aged 15 to 21 who are enrolled, or have been accepted for enrollment, in vocational education programs - especially from the ranks of young unemployed dropouts.

Part I - Curriculum Development provides funds for the development and dissemination of vocational education curriculum materials.

TITLE II

Provides for the training, retraining and upgrading of vocational educational personnel.

TITLE III

Provides for the collection and dissemination of information, program consolidation studies and Job Corps studies.

EDUCATIONAL ASSESSMENT AND ACCOUNTABILITY IN FLORIDA

The following statements have been condensed from the Final Report, Plan for Educational Assessment in Florida, in the Bureau of Research, Division of Elementary and Secondary Education, Department of Education. A copy of the plan may be obtained without charge from the Bureau of Research.

Introduction

The determination of the extent to which stated educational objectives are achieved is an important task. It is mandatory that we move toward an educational system in which accounting for pupil outcomes assumes equal status with accounting for dollars spent. Educators throughout Florida are involved in developing adequate and appropriate measurement on three major aspects:

Input - the resources, both human and material (Personnel, facilities and funds).

Process - the utilization of these resources in ways that will produce behavioral changes (Modifications include modular scheduling, individualized instruction, differentiated staffing, etc.)

Outputs - the observable behavior resulting from the process (Tests, scores, employment rates, dropout rates, attendance, participation, etc.)

The Florida Assessment Program is intended to supply the state's educational managers with information needed to guide their decisions. The proposed plan is based on the premises that (1) the Department of Education is committed to a policy of positive change in the state system of education and (b) that this commitment extends to a redefinition of the state's role in the maintenance and control of that system.

Definition of Terms

As the state and districts become increasingly involved in the assessment program the following terms and definitions will be used:

1. Activity. The method by which one or more of the services of the district education system are combined to effect some desired change in performance within the system.

2. Evaluation. A process or procedure by which valid and reliable measures (observations) of some variable are obtained and interpreted in order to reach a decision with respect to some objective or its related strategies.

3. Goal. A global statement describing one or more kinds of desired educational outcomes for a public education system, characterized by relative timelessness, unmeasurability, and philosophical orientation. For example, The Seven Cardinal Principles of Education are considered goals.

4. Management Objectives. A statement describing a desired outcome or situation to be attained by the system, as opposed to pupil outcomes. In this report, management objectives generally reflect activities intended to bring about more efficient or effective operation of the state education system or district education system(s).

5. Need. A statement describing the difference in performance between a status summary and an objective. Alternatively, a need may describe the change in performance which is required to advance an individual or group from the performance described in a status summary to that described in the related objective.

6. Product. A statement describing the extent to which the outcome specified by a product objective, usually a change in performance, has been achieved.

7. Product Objective. A statement describing exactly one desired outcome of an education system, characterized by relative time-boundedness, measurability (or observability), and orientation to the real world.

8. Service. A function or task performed by the education system to which a discrete cost can be attributed; for example: administration, instruction, pupil personnel services, school food services, school health and safety services, transportation, media services (library), custodial and maintenance services, and supervision. (Capital outlay can also be considered a "service" under this definition).

9. Status Summary. A statement summarizing the current status of an individual or group on some criterion measure. For each objective there is exactly one status summary, which describes current performance with respect to the criterion stated for the objective.

10. Strategy. A collection of one or more activities, the completion of which is intended to bring about the attainment of the performance described in an objective, or alternatively, to achieve the satisfaction of a need.

The Assessment Model

The basic model for the assessment plan requires statements of (a) what is expected, (b) what currently exists, (c) the discrepancy between a and b, and (d) strategies which are intended to eliminate the discrepancy. Where discrepancies are great enough to be of concern, cost information is required if existing resources are to be reallocated or if new resources are needed. A three-phase implementation of the plan sufficient for status assessment and improvement will require several years.

Phase One, product assessment, will include a statement of desired behaviors and monitoring of the discrepancies between "what is" and "what should be". Objective testing measures are employed to establish the determinations of student performance. Vocational educators will, in addition, be involved in "impact assessment", the determination of the student's ability to perform in a work or in a post-secondary situation.

Phase Two, cost analysis, is aimed at determining the costs incurred in input in phase one in relationship to product achievement. It is recognized that budgets are limited and that there is more than one alterntive for available resources. There will also be consideration of the relationship between performance, cost and variables that might be considered as non-cost factors.

Phase Three, process assessment, involves one of the more difficult aspects of the assessment program. Unlike industrial assessment models, an educational model places greater stress on human inputs. Although, this is a phase to be attacked later in the program, some immediate efforts might be directed toward comparing the relative effectiveness of traditional and new processes.

For example, independent study might be compared with teacher-oriented instruction. All factors considered, learning in open-space schools might be compared with learning in traditional buildings. As new methods and media and a variety of grouping techniques are utilized teachers will be better able to compensate for the wide variance in student ability, background and attitude. It is essential that phase three must interact with the other assessment phases.

Establishing Accountability

Accountability in the plan involves the process of explaining the utilization of resources in relation to the achieved behaviors. The assessment plan is but part of a total plan for the evaluation of the educational system. Decision makers must have data upon which to base decisions, and the Department of Education will in the next few years devote major attention to increasing program productivity in the state.

The assignment of specific tasks to personnel will provide a framework for accomplishing the missions of operational units or sub-units. Such persons must either account for the allocated resources in terms of achieved behaviors or explain discrepancies between expected outcomes and obtained outcomes.

Florida Assessment Program Plan: 1971-72

During 1971-72 the Florida Assessment Program will focus on reading, as it is commonly accepted as a problem area in public education.

INSTRUCTION IN VOCATIONAL HOME ECONOMICS IN FLORIDA

Instruction in vocational home economics in Florida may be provided for youth and adults (male and female) as:

(1) Exploratory experiences in occupations utilizing home economics knowledge and skills
(2) Preparation to enter the occupation of homemaking, either as a full-time homemaker or in the dual role of homemaker and wage earner.
(3) Preparation for wage earning in jobs utilizing home economics knowledge and skills
(4) Inservice for those who have already entered such an occupation but desire to upgrade or update their occupational knowledge and skills in order to achieve stability or advancement in employment
(5) Preparation for personal and family consumer roles and responsibilities
(6) Preparation for professional leadership

This definition is based on the following observations:

..Vocational Home Economics programs are now dedicated to educating individuals for earning money in jobs based on home economics knowledge and skills. They may be employed as child care and guidance workers; supervised food service workers and institutional food managers; clothing service workers such as alterationists, clothing maintenance specialists and custom dressmakers; homemaker's aides; and home furnishings specialists. Home Economics provides product knowledge essential to many jobs in the field of merchandising. Courses may be elected to provide the student with specialized skills for entering specific jobs.

..Whereas, traditionally, the needs of individuals for food, clothing, shelter and economic and emotional security, as well as the care and nurture of children, were provided by the home, such services today may also be performed by business and industry. Since the needs are basically the same and there are commonalities of competencies, a unified program of instruction is the best method for preparing persons for the occupation of homemaking and for home economics wage-earning occupations.

..Homemaking is considered a basic and vital occupation, per se, either on a full-time or a part-time basis, by countless persons in Florida today as well as being identified as gainful employment in the Federal Register in Washington. Compensation may come either in terms of money income or real income, depending upon the individual family situation.

..In view of changing family roles and the dual role of homemaker and wage-earner, home economics curricula must be appropriate for both male and female.

..As the home has changed from a producing unit to primarily a consuming unit, greater emphasis is directed to consumer education.

..Research provides rationale concerning the knowledge and skills that are essential for executing the tasks involved in rearing children; feeding housing and clothing families; and providing for family security.

..Skills basic to an individual's general employability include a positive self concept and ability to get along with others; food and clothing competencies; respect and care of environment and ability to manage time, energy and material resources.

..The school cannot assume full responsibility for providing youth with vocational competency. It is important that parents be educated for the roles they will assume in the vocational education of their children. Observations of parents at work and the gradual assuming of home responsibilities are vital aspects of vocational education.

ACCREDITATION

The Commissioner of Education if Florida is charged with the responsibility of providing quality education in the public schools in this State. Accreditation standards represent the way in which the Department of Education evaluates the kind of education being provided students in each of our schools. The instrument now being used, Elementary and Secondary Standards, 1971, is a new approach to accreditation in that such previous efforts have involved the measurement of facilities, equipment, materials and curricula. This is an effort to assess programs in regard to the performance of students and teachers.

Home economics teachers have been evaluating students in behavioral terms for many years and have assumed leadership in many instances in the development of performance based objectives. Although cognitive skills represent a foundation of the home economics program, emphasis has long been placed on affective learnings and on psychomotor skills. Such words as *appreciate, interest, attitude* and *feeling* have long been a vital part of statements of goals and objectives.

It is increasingly important to the extent that it is now imperative that teachers be definitive in regard to the behavior that is expected of students. Students have a right to know, and hopefully to agree on, what they are to learn and how they are to be evaluated. Paper and pencil tests are but one approach to evaluation and sophisticated assessment involves a variety of strategies.

The junior high and middle school home economics standards and the senior high home economics standards on the following pages have been extracted from Sections 4 and 5 of Elementary and Secondary Accreditation Standards, 1971 and should be used as guidelines for program development and evaluation. (See section on middle school for additional information). Teachers wishing assistance with accreditation concerns should direct requests to their county or area supervisor or to the Home Economics Program Administrator in Tallahassee.

HOME ECONOMICS ACCREDITATION STANDARDS

9 .8411 Home Economics--junior high or middle school

(1) Goals--The goals of home economics in the junior high school or middle school shall be to help each student according to his potential to:

(a) Relate his values, goals, beliefs, cultural heritage and resources to his personal behavior, family living and occupational aspirations.

(b) Acquire knowledge of one's self as an individual and of one's relationship to others.

(c) Apply principles of other subject fields to personal and home and family living.

(d) Assist in the effective management of personal and family resources.

(e) Acquire habits which contribute to optimum well being for self and family.

(f) Assist in making the home environment attractive, convenient and safe.

(g) Extend home economics learnings through home, school and community experiences.

(h) Express positive attitudes toward occupations utilizing home economics knowledge and skills.

(i) Acquire knowledge, attitudes and skills that are important for general employability.

(j) Identify the occupational and professional opportunities in the field of home economics.

(2) Instruction

(a) Program on instruction. (P-4.063-level 2-a)--The instruction in all home economics offerings is commensurate with the developmental tasks of the student and the identified program objectives or evaluative criteria.

(b) Course offerings. (P-4.064-level 2-a,j)--Home economics offerings are appropriate for both boys and girls.

(c) As evidence of learning, the student:

1. Personal behavior (X-4.140-level 2-a)--Identifies the effects that an individual's goals and resources have on his personal behavior.
2. Family life (X-4.141-level 2-a)--Identifies the effects that an individual's goals and resources have on his job success.
3. Job success. (X-4.142-level 2-a)--Identifies the effects that an individual's goals and resources have on his job success.
4. Basic learnings. (x-4.143-level 1-a,j)--Demonstrates cognitive skills through the level of comprehension and demonstrates affective skills through the level of response.
5. Enriched learnings. (X-4.144-level 2-a,j)--In addition to (4), applies and analyzes cognitive learnings and makes decisions according to his values.
6. Optimum learnings. (X-4.145-level 3-a,j)--In addition to (5) demonstrates cognitive skills through the level of evaluation and exemplifies his value structure.
7. Psychomotor learnings. (X-4.146-level 2-a,j)--After planned observations, demonstrates the ability to apply acquired psychomotor skills to new situations.
8. Planned spending. (X-4.147-level 2-a,g,i)--Compares consequences of planned use of personal resources with unplanned use.
9. Management. (X-4.148-level 3-c,d,e)--Demonstrates principles of management through planned classroom and out-of-class experiences.
10. Habits. (X-4.149-level 2-a,g)--Identifies habits that contribute to personal and family well being and ways in which they may be practiced in family living.

11. Habits--Optimum. (X-4.150-level 3-a,g)--Exemplifies habits that contribute to optimum personal and family well being.

12. Skills. (X-4.151-level 2-a,g)--Performs skills that contribute to personal and family well being.

13. Opportunities. (X-4.152-level 1-g,h,i)--Identifies the occupational and professional opportunities in the field of home economics.

14. Basic Principles. (X-4.153-level 3-c)--Applies selected basic principles from the arts and sciences to personal and family living.

15. Knowledge of adolescence. (X-4.154-level 2-b)--Identifies characteristics of the adolescent and his concerns in diverse interpersonal relationships.

16. Extended experiences. (X-4.155-level 2-g)--Supplements classrooms learnings through extended experiences in the home and community.

17. Future Homemakers of America. (X-4.156-level 2-g)--Enriches learning experiences through participation in the Future Homemakers of America.

18. Opportunities. (X-4.158-level 1-g,j)--Identifies opportunities for trained persons in jobs utilizing home economics knowledge and skills.

19. Employability. (X-4.158-level 1-e,h,j)--Demonstrates attitudes and skills for employability.

20. Consumer education. (X-4.159-level 3-a,j)--Applies a problem-solving approach to his consumer concerns.

(d) Evaluation. (P-4.065-level 1-a)--The area is evaluated annually to ascertain the fulfillment of the stated goals as measured by specific criteria or objectives established and utilized by the school. (Also see 9.844 and 9.621 (2) (d)).

(3) Personnel--See section 9.63

(4) Materials and Equipment

(a) Textbooks. (P-4.066-level 1-a,j)--Each student is provided appropriate state adopted textbooks for the course in which he is enrolled.

(b) Instructional materials and equipment. (P-4.067-level 2-a,j)--A variety of up-to-date instructional materials and audio-visual equipment is readily accessible and used by each teacher and student in the department.

(c) Consumable supplies. (P-4.068-level 2-a,j)--Consumable supplies are provided in quality and variety to achieve course objectives or goals.

(d) Equipment and furniture. (P-4.069-level 1-a,j)--Operable equipment and furniture of quality and variety to achieve instructional objectives or goals are provided.

(5) Facilities--Also see section 9.66

(a) Space. (S-4.039-level 2-a,j)--For new construction, an all-purpose laboratory where all areas of home economics may be taught is provided space at the rate of 60 square feet per student for the largest class with a minimum of 1,400 square feet. An existing facility shall provide space at the rate of 50 square feet per student.

(b) Space. (S-4.040-level 3-a,j)--For each instructional area laboratory, space including walk-in storage, is provided at the rate of 60 square feet per student for the largest class, with a minimum of 1,400 square feet.

(c) Teacher workroom. (S-4.041-level 2-a,j)--A teacher office workroom which permits student-teacher conference is provided.

(d) Living area. (S-4.042-level 3-a,g)--Within a laboratory, space is provided to achieve goals or objectives of: (1) housing and home furnishings and (2) social relations offerings.

(e) Unit kitchen. (S-4.043-level 2-c,d)--Each unit kitchen contains sufficient cabinets with a sink and counter space to accomodate the activities of students assigned to that kitchen.

(f) Unit kitchen. (S-4.044-level 2-c,d)--Each unit kitchen contains an appliance for food preparation and access to not less than 4 cubic feet of refrigerator freezer space.

(g) Freezer. (S-4.045-level 3-c,d)--In addition to the above, freezer space is provided for instruction in kitchen management.

(h) Demonstration area. (S-4.046-level 1-c,d)--Space and equipment for demonstrations are provided in each home economics classroom and laboratory.

(i) Pest Control. (S-4.047-level 1-a,j)--Continuous pest control is provided with at least quarterly inspection.

(j) Hot water. (S-4.048-level 2-c)--A continuous supply of hot water is provided during the entire school day.

9.9414 Home Economics--senior high school

(1) Goals--The goals of instruction in home economics in the senior high school shall be to help each student, according to his potential, to:

(a) Perpetuate the premise that the family is the basic unit by which the culture of a society is nurtured and transmitted and that our democratic way of life depends upon the family for its perpetuity and progress.

(b) Identify, understand, and apply principles of ethics, aesthetics, economics, management and sciences which pertain to family living in a democratic society.

(c) Acquire knowledge, attitudes and skills for employment in occupations of homemaking and for wage-earning.

(d) Identify wage-earning opportunities in the field of home economics.

(e) Extend home economics learnings through home, school and community experiences.

(2) Instruction

(a) Program offerings. (P-5.102-level 1-a,e)--Students are provided offerings from the five subject areas of home economics with consumer education emphasized in all courses.

(b) Program offerings. (P-5.103-level 2-a,e)--Students may elect at least two years of vocationally oriented home economics from the program identified in (a).

(c) Program offerings. (P-5.104-level 3-a,e)--In addition to the program identified in (b), the student may elect a home economics wage earning program.

(d) Family life education. (P-5.105-level 2-a,e)--The program in family life education emphasizes those competencies from the five home economics subject areas that are desirable for worthy home membership.

(e) Wage earning programs. (P-5.106-level 2-c)--Home economics offerings for wage earning emphasizes specific jobs skills for the home economics occupations and clusters of occupations.

(f) Course offerings. (P-5.107-level 2-a,e)--Home economics offerings are appropriate for both boys and girls.

(g) Advisory committee.(S-5.072-level 2-1)--There is evidence that an advisory committee composed of lay persons in home economics occupations contribute to program planning and evaluation.

(h) As evidence of learning, the student:

1. Functions. (X-5.196-level 1-a,e)--Identifies the functions of the family in a democratic society.

2. Basic institution. (X-5.197-level 2-a,e)--Describes ways in which the home might be perpetuated through periods of social change.

3. Extended experiences. (X-5.198-level 2-a,e)--Supplements classroom learnings through extended experiences in the home and community.

4. Future Homemakers of America. (X-5.199-level 2-a,e)--Enriches his learning through participation in the Future Homemakers of America.

5. Principles. (X-5.200-level 3-b)--Identifies selected principles of the arts and sciences, including management and human development, that apply to family living in a democratic society.

6. Competencies and skills. (X-5.201-level 1-a,e)--Acquires competencies and skills in the instructional area of home economics in which he is enrolled.

7. Principles. (X5.202-level 3-a,e)--Applies selected principles of the arts and sciences to personal and family experiences.

8. Principles. (X-5.203-level 3-b,c,e)--Applies selected principles of the arts and sciences to home economics occupations for wage earning.

9. Career opportunities. (X-5.204-level 1-d)--Identifies career opportunities in the field of home economics.

10. Basic learnings. (X-5.205-level 1-a,e)--Demonstrates cognitive skills through the level of comprehension and demonstrates effective skills through the level of response.

11. Enriched learnings. (X-5.206-level 2-a,e)--In addition to (10), applies and analyzes cognitive learnings and makes decisions according to his values.

12. Optimum learnings. (X-5.207-level 3-a,e)--In addition to (11), demonstrates cognitive skills through the level of evaluation and exemplifies his value structure.

13. Psychomotor learnings. (X-5.208-level 2-a,e)--After planned observations, demonstrates the ability to apply acquired psychomotor learnings to new situations.

14. Consumer education. (X-5.209-level 3-a,e)--Applies a problem solving approach to personal and family consumer concerns.

(j) Evaluation. (P-5.108-level 1-a)--The area is evaluated annually to ascertain the fulfillment of the stated goals as measured by specific criteria or objectives established and utilized by the school. (Also, see 9.944 and 9.621 (2) (d)).

(3) Personnel--See Section 9.63

(4) Materials and equipment

(a) Consumable supplies. (P-5.109-level 2-a,e)--Consumable supplies are provided in quality and variety to achieve course goals or objectives.

(b) Learning resource materials. (P-5.110-level 1-a,e)--A variety of up-to-date instructional materials and audio-visual equipment is provided for individualized instruction and for small and large group instruction.

(c) Textbooks. (P-5.111-level 1-a,e)--Each student is provided appropriate state adopted textbooks for the course in which he is enrolled.

(d) Furniture and equipment. (P-5.112-level 1-a,e)--Furniture and operable equipment of quality and variety to achieve instructional goals or objectives are provided.

(5) Facilities--Also see Section 9.66

(a) Space. (S-5.073-level 2-a,e)--For new construction, an all-purpose laboratory, where all areas of home economics may be taught, is provided at the rate of 60 square feet per student for the largest class, with a minimum space of 1400 square feet. An existing facility shall have 50 square feet per student.

(b) Space. (S-5.074-level 3-a,e)--For each instructional area laboratory, space is provided at the rate of 60 square feet per student for the largest class, with a minimum space of 1400 square feet.

(c) Large group instruction space. (S-5.075-level 3-a,e)--Space and equipment are provided for large group instruction.

(d) Teacher workroom. (S-5.076-level 2-a,e)--A teacher office-workroom which permits student-teacher conference is provided.

(e) Unit kitchen. (s-5.077-level 2-b,c)--Each kitchen contains sufficient cabinets with a sink and counter space to accommodate the activities of the students assigned to that kitchen.

(f) Unit kitchen. (S-5.078-level 2-b,c)--Each kitchen contains an appliance for food preparation and access to not less than 4 cubic feet of refrigerator-freezer space.

(g) Freezer. (S-5.079-level 3-b,c)--In addition to the above, a freezer shall be provided for instruction in kitchen management.

(h) Demonstration area. (S-5.080-level 2-b,c)--Space and equipment for demonstrations are provided in each home economics classroom and laboratory.

(i) Storage. (S-5.081-level 2-a,e)--For new construction, walk-in storage that accommodtates the instructional goals or objectives is equal to not less than 15% of the total deparmental space.

(j) Pest control. (S-5.083-level 1-a,e)--Continuous pest control is provided.

(k) Hot water. (S-5.083-level 2-c)--A continuous supply of hot water in accordance with instructional activities is provided in the department.

The Florida Teacher Education Advisory Council has provided the leadership in the development of guidelines for the preparation of teachers in Florida. The guidelines have been developed through the Florida Department of Education both in regard to functions in elementary and secondary schools and in regard to the subject-matter areas included in the curriculum. Persons assisting in the development of the Home Economics Teacher Education Guidelines included students, teachers, home economics supervisors and coordinators, principals, local directors, general supervisors, assistant superintendents and concerned lay persons, including representatives from business and industry.

The following guidelines include both those identified as commonalities for all vocational subject areas and those specifically pertaining to home economics education. They are based on the five identified criteria. The guidelines below are proposed and subject to change.

COMMONALITIES IN VOCATIONAL, TECHNICAL AND ADULT TEACHER EDUCATION

Following are common competencies required of all vocational and adult education students and teachers and experiences through which they might be acquired.

Criterion I: Identification of the Desired Student Behaviors.

The following are common behaviors that should be exhibited by a student completing a program in vocational or adult general education:

1. Demonstrates leadership ability
2. Demonstrates competency in problem solving activities
3. Demonstrates positive attitudes toward work
4. Demonstrates the ability to meet communication standards (speaking, writing and listening) required in his chosen occupation.
5. Demonstrates ethical practices and standards of conduct of his chosen occupation.
6. Demonstrates the ability to interact constructively with fellow workers
7. Demonstrates the knowledge, attitudes, work habits and skills necessary to advance in his chosen occupation
8. Demonstrates knowledge of the inter-relationships of occupations.

Criterion II: Identification of the Knowledge, Skills and Attitudes Needed by a Teacher to Help the Student Develop the Desired Student Behaviors.

The following common knowledge, skills and attitudinal elements should be exhibited by a teacher in helping a student to develop the desired behaviors identified in Criterion I:

1. Demonstrates interest in teaching as a career
2. Demonstrates ability to communicate effectively
3. Exhibits desirable personal qualities and characteristics appropriate to teaching, including self-confidence
4. Demonstrates knowledge of the employment structure and appreciation for the dignity of work
5. Develops instructional objectives in personal and occupational performance terms in cooperation with students
6. Demonstrates the ability to provide students with occupational information and orientation.
7. Demonstrates competence in planning physical facilities and identifying supplies and equipment needs consistent with program objectives
8. Utilizes a scope and sequence concept structure appropriate to the instructional level and vocational and adult education objectives
9. Demonstrates a knowledge of learning processes and theory by utilizing appropriate experiences to motivate students
10. Relates instruction to the students' needs and experiences
11. Demonstrates the ability to select and effectively utilize teaching aids, methods, techniques, and media
12. Establishes an evaluation process which provides for continuing assessment of student progress, the instructional program and self in relation to the learning process.
13. Demonstrates ability to formulate and implement annual and long-range program goals, and assess progress toward their achievement
14. Demonstrates ability to guide and counsel students in making career choices
15. Demonstrates ability to utilize student organizations and co-curricular individual and group activities to enrich the program of study
16. Demonstrates ability to organize and conduct school-community surveys and interpret survey findings
17. Demonstrates knowledge and understanding of the history, philosophy, principles, scope, and legal foundations of vocational education
18. Exhibits competence in making occupational task analyses
19. Demonstrates understanding of educational literature and maintains a professional library
20. Responds constructively to suggestions and criticism
21. Displays receptivity to change and innovation
22. Demonstrates understanding of the importance of continuing education in today's society.
23. Participates in professional and occupational inservice training activities
24. Exhibits interests and competencies outside of the specialized teaching field
25. Utilizes the services of an organized advisory committee on a planned basis

26. Demonstrates ability to cooperate with persons having different backgrounds, as colleague, teacher and community member
27. Participates as an active member in professional organizations
28. Utilizes knowledge of educational research and the ability to apply research findings to the specialized teaching field.
29. Remains abreast of new developments relating to professional responsibilities

Criterion III: Teacher Education Experiences Needed to Equip a Teacher with the Knowledge, Skills and Attitudes Needed to Help the Student Develop the Desired Behaviors.

Following are common teacher education experiences needed to develop the competencies identified in Criterion II:

1. Developing instructional objectives and lesson plans
2. Making and using occupational task analyses in the instructional program
3. Utilizing a variety of techniques and methods of teaching as well as instructional media to reach instructional objectives
4. Counseling of students
5. Evaluating students objectively in a variety of ways
6. Planning and implementing a community relations program, including the use of advisory committees
7. Organizing and conducting school-community surveys and interpreting survey findings
8. Participating in professional organizations
9. Participating in experiences that will make him knowledgeable of the principles of vocational, technical and adult education
10. Participating in experiences that will make him knowledgeable of the physiological and psychological aspects of learning
11. Utilizing research in education and determining research needs
12. Organizing and advising student groups in co-curricular activities
13. Participating in activities at various instructional and organizational levels and in multi-racial situations
14. Participting in experiences that will develop skills in developing and using individualized instruction methods and materials
15. Participating in the cooperative planning and implementing of a staff development program by institutions and agencies providing teacher education
16. Planning physical facilities and identifying supplies and equipment needs consistent with program objectives
17. Planning immediate and long-range program objectives and methods of evaluating progress toward reaching the objectives

Criterion IV: Procedures to be Employed in Determining how Candidates are to be Admitted to the Preservice or Inservice Program.

This criterion identifies methods for determining a person's qualifications for admission to the preservice and inservice teacher education program. Qualifications for admission vary in vocational and adult education; therefore, no commonalities are listed.

Criterion V: Plans for Followup of Teacher Education Graduates to Determine Their Effectiveness on the Job.

This criterion identifies the methods of determining teaching effectiveness of graduates as an input for improving teacher education programs. The following is common to vocational and adult education:

1. A program for evaluating teacher effectiveness will be planned, developed and conducted cooperatively by agencies and institutions responsible for teacher education and performance, utilizing appropriate instruments and methods.

HOME ECONOMICS EDUCATION TEAC GUIDELINES

INTRODUCTION

Home Economics is the field of knowledge and service concerned with the human and material forces which contribute to:

1. Educating the individual for family living
2. Providing the individual with home economics competency for the world of work, using home economics knowledge and skills
3. Improving the services and goods used by families
4. Conducting research pertaining to the field of home economics
5. Furthering community, national and world conditions favorable to the needs of the individual which are met by the home and family, or a substitute agency.

The Home Economics Education program is designed to educate youth and adults for (a) the occupation of homemaking which includes the triple role of family member, homemaker and wage earner; (b) basic skills important to employability; (c) gainful employment in occupations based on home economics knowledge and skills; and (d) professional leadership. Home economics curricula in Florida include five major subject matter areas: human development; textiles and clothing; housing and home furnishing; food and nutrition; and management and family economics. Consumer education is emphasized throughout each home economics course. Offerings are provided at each educational level.

Criterion I: Identification of the Desired Student Behaviors.

The home economics student should exhibit certain skills, knowledge and attitudes in personal and family living and in preparation for entering and progressing in the occupation for which educated. The student will:

1. Demonstrate competencies and attitudes necessary for entry level employment in one or more of the six clusters of home economics occupations.
2. Demonstrate recognition of the employment opportunities in home economics and related occupations
3. Demonstrate recognition of the values and goals which provide a basis for effective personal, family and vocational functioning in a democratic society
4. Exhibit recognition and management of his human and material resources in order to serve his personal, family and occupational goals

5. Utilize a problem-solving approach in making individual and group decisions to achieve personal, family and occupational goals
6. Exhibit a positive self-concept by analyzing personal characteristics that relate to the developmental process
7. Demonstrate a recognition of the contributions which professional home economists make to the society
8. Demonstrate increasing competence in skills that are essential to personal, family and occupational functions
9. Demonstrate ability to interact creatively and responsibly with changing personal, family and occupational environments
10. Demonstrate ability to make decisions related to self, family and job, based upon a knowledge of the interaction of the consumer and the economy
11. Demonstrate ability to apply principles of aesthetics to personal, family and occupational functions
12. Apply health and safety practices that contribute to the well-being of self and others on the job, at school and at home.

Criterion II: Identification of the Knowledge, Skills and Attitudes Needed by a Teacher to Help the Student Develop the Desired Student Behaviors.

The home economics teacher should exhibit certain skills, knowledge and attitudes in order to help the student acquire competencies identified in Criterion I. To accomplish this, the teacher will:

1. Demonstrate skill in recognizing the stages of the developmental process of human beings.
2. Demonstrate skill in recognizing how individuals learn and provide situations which motivate and facilitate optimum learning in the subject area being taught
3. Demonstrate skill in relating subject matter content to everyday personal, family living and occupational experiences
4. Exhibit ability to work positively with individuals from different cultural, social, economic and ethnic backgrounds in achieving the goals of home economics.
5. Demonstrate ability to use a scope and sequence structure of home economic concepts appropriate for the various levels of instruction
6. Exhibit knowledge of the need for occupational home economics programs and ability to interpret the need to students
7. Demonstrate ability to provide students with information pertaining to legislation which affects the home economics subject area taught, including information on licensing, labor and minimum wage laws.

8. Demonstrate ability to provide a relevant program of home economics education based on the personal and environmental characteristics of the students taught
9. Exhibit ability to plan the facilities and equipment according to the objectives of the home economics program
10. Demonstrate ability to teach home economics as an integral part of vocational education
11. Demonstrate ability to organize and work cooperatively with an advisory committee to provide a relevant program of home economics education in the community.
12. Demonstrate ability to evaluate occupational home economics programs, including job placement and followup
13. Demonstrate recognition that the teacher is the most important aspect of a home economics program
14. Exhibit skill in planning for, and contributing to, inservice education programs for home economics teachers and supervisors
15. Demonstrate ability to recognize and publicize the unique contributions of home economics to the total school program
16. Exemplify the home economics program through appearance and behavior

Criterion III: Teacher Education Experiences Needed to Equip a Teacher with the Knowledge, Skills and Attitudes Needed to Help the Student Develop the Desired Behaviors.

The prospective home economics education teacher needs certain structured experiences to develop the skills, knowledge and attitudes required to demonstrate the teacher competencies identified in Criterion II. Teacher trainees should have experiences in:

1. Implementing home economics instruction within flexible time schedules
2. Instructing in at least one wage-earning occupation
3. Instructing in home management
4. Specializing in one of the major home economics subject matter areas to provide for teaching in-depth courses in that subject or working in related fields
5. Working with a variety of age groups, including pre-school, nursery, kindergarten, elementary, secondary and adult students
6. Teaching both boys and girls in home economics
7. Utilizing a variety of instructional media in home economics teaching situations
8. Utilizing the contributions of advisory groups in a program of home economics and devising appropriate methods for working with such groups
9. Working with Future Homemakers of America
10. Working with supervisory personnel
11. Articulating the levels of home economics programs

12. Teaching current program emphases in home economics such as consumer education, human development, management, and occupational home economics
13. Working with persons possessing the behaviors, competencies, skills and attitudes deemed desirable in business and industry
14. Telescoping laboratory experiences realistically into limited time frames
15. Observing and participating in a job training situation to acquire:
    a. Specific skills to qualify for and hold jobs utilizing home economics knowledge and skills
    b. Skill in time management
    c. Experience in job interviews, placement and followup

Criterion IV: Procedures to be Employed in Determining how Candidates are to be Admitted to the Preservice on Inservice Program.

The following procedures should be followed in assessing the qualifications of the candidate for the teacher education program in home economics education:

1. Identify in writing the reason for choosing to enter the field of home economics education
2. Receive counseling directed toward identifying possible competencies in the field of home economics education
3. Diagnose areas of deficiency and strength as an evaluation for professional improvement and success in home economics education
4. Have observation and participation experiences in home economics programs, at different levels, prior to the junior year.

Criterion V: Plans for Followup of Teacher Education Graduates to Determine Their Effectiveness on the Job.

The following methods should be utilized in determining teaching effectiveness of graduates as an input for improving teacher education programs in home economics education:

1. All first year teachers will be visited periodically by a university representative, by a member of the Department of Education, or by a local supervisor and rated according to criteria as stated in Criteria I and II in Guidelines for Preparation of Teachers in Home Economics Education. A conference or conferences should be scheduled to discuss the evaluation with the teachers.

2. The university home economics teacher education program will be visited and evaluated periodically by a committee representing the Department of Education.
3. Institutions providing teacher education should request and utilize recommendations from recent graduates which would strengthen teacher preparation.
4. After completing one year of teaching, the graduate should return the requested recommendations for strengthening the teacher education program to the responsible institution.

STATE ADOPTED TEXT MATERIALS

Florida uses the State Adoption method of securing materials for classroom use. You are invited to make known your needs for changes in textbook adoption to the Administrator of the Home Economics Section.

Recommendations for changes in textbook adoptions originate with the State Courses of Study Council. This is a continuing council consisting of twelve members, nine of whomeare actively engaged in school work and three of whom are lay citizens. Members of the council are appointed by the State Board of Education on the recommendation of the State Commissioner of Education.

When a textbook adoption has been authorized, the publishing industry is advised and is invited to submit books for consideration in accordance with detailed instructions regarding legal requirements and criteria for book content.

Criteria for judging contents are prepared by the Courses of Study Council for the guidance of publishers and of the State Textbook Selection committees. These criteria are designed to give brief and concise information concerning the scope, sequence, treatment and objectives being sought in textbooks in specific curriculum areas. The criteria in home economics are written by a committee of home economics teachers and supervisors recommended by the Home Economics Section of the State Department of Education.

Florida Statutes provide that not later then June 15 of each school year, individual state textbook committees shall be appointed for the selection of books in different curriculum areas of the secondary school. The duties of these textbook committees include examining and recommending for adoption suitable textbooks in areas for which they are specifically responsible. The State Textbook Committees, appointed by the State Board of Education on the recommendation of the State Commissioner, comprise persons actively engaged in teaching or in the supervision of teaching in the public schools. Care is taken to appoint teachers who are outstanding in the subject field under consideration.

While the state textbook committees cannot delegate final responsibilities for the recommendation of textbooks, committees in special counties, composed of instructional personnel and lay citizens may evaluate textbooks and submit opinions, evaluations and recommendations to the appropriate state textbook committee.

Before a book can be purchased with state textbook funds it must be selected from a list of books recommended by the state textbook committees and approved by the State Board of Education.

The state textbook committees may recommend and the State may adopt not more than five textbooks for each grade and subject area in the curriculum of the high schools in the state.

Florida Statutes require the superintendent of each district to conduct an evaluation of each state-adopted textbook which has not been previously used in his district, in order to determine its appropriateness and usability in his district before the textbook is requisitioned.

Purchase and distribution of textbooks are financed through annual general appropriations which are made by the state legislature. Within these financial limitations the State projects allocations to the districts and the districts project allocations to each school. In each school a teacher is usually designated as the textbook chairman. Your request for textbooks will go to your principal through the school textbook chairman.

The Florida School Book Depository is located in Jacksonville. The depository is operated privately, and its expenses are defrayed by the publishers under arrangements made with the depository owner.

One of the duties of teachers is to require a receipt from each pupil to whom a book is issued and to give a receipt to each pupil upon the return of the book. The State is to be reimbursed for any unnecessary damage to the book.

Following each textbook adoption, the Florida Department of Education produces a catalog which assists the teachers and administrators in the state in ordering textbooks which are available. This publication provides a complete list of textbooks in current adoption. It is important that the teachers have an opportunity to study this catalog and to become familiar with its contents. If you have not seen one, ask your principal for a copy.

Florida's multiple adoption program supplies teachers with a wide choice of materials. It is hoped that these books will offer new inspiration as well as up-to-date materials and that this catalog will be of service to teachers and administrators as they plan for continued development and improvement of the instructional program.

...Use Reference Books - Most principals provide in their budget funds for the purchase of reference books which are not on the state-adopted list. You should check with your principal on the amount of money which might be available for home economics. He will be more receptive if you go to him with a well-chosen list which is appropriate to the subject area. You should have the publisher and the price of each book. See the section of the Guide under research for ways of checking the publisher and price.

COMPONENTS OF INDIVIDUALIZED INSTRUCTION

One of the most challenging aspects of contemporary education is the trend toward providing instruction and materials geared to the needs, abilities and interests of individual students. Along with this trend has come the production of LAPS (learning activity packages), resources kits, UNIPACS, SEEK-ITS, contracts, prescriptions, mini-units and others. Although the names are different and the approaches slightly so, these are all materials that are designed for individualized use.

Although the role of the teacher using individualized instruction may be modified, it remains vital to the process. The teacher becomes a motivator, a resource person, a counselor, an evaluator and least of all, a well of knowledge.

The success of individualized instruction depends upon the ability of the student to make choices and to discipline his resources. The framework within which he works provides optimum flexibility in selecting methods and materials for achieving his objectives. Individualized materials offer a variety of learning levels so that each student may choose the depth at which he will work and may sequentially move from one level to another.

Most individualized materials possess commonalities in regard to format. These various components should be designed so that the student using the materials will be able to discover not only answers to his questions, but will be motivated to extend and expand his questions to a higher level of sophistication. The following items are included in most individualized materials:

RATIONALE provides the overview of the study and identifies WHY there is a need for study.

OBJECTIVES determine just WHAT the student will know, feel, believe or be able to do as a result of the instruction.

PRETEST establishes what the student has already achieved and WHERE he needs to begin his study toward the achievement of the identified objectives.

DIAGNOSIS of the student's deficiencies in regard to desired projected behaviors determines WHICH needs exist and establishes priorities.

PRESCRIPTION DESIGN determines HOW the student will pursue those experiences that will best assist him in achieving the stated objectives. It is important that the student selects objectives and experiences that are within his achievement potential and these may or may not emphasize academic skills. Visual and audio materials may be media through which students gain verbal and quantitative skills.

TREATMENT involves those experiences and materials, including WHAT, WHERE, WHEN and HOW, with which the student interacts as he applies himself to the achievement of the objectives. These should be related to real life experiences whenever possible.

EVALUATION determines to what extent the student has achieved the objectives and provides direction for supplemental and remedial experiences. Evaluation has implication for the next step in the learning process.

CONSUMER EDUCATION "THREADS" FOR HOME ECONOMICS COURSES

I. Who Buys and Why

- Needs
  - Physical
  - Psychological
  - Social
  - Special
- Wants
- Values
- Goals
  - Personal
  - Family
  - Short-term
  - Long-range
- Customs
- Practices
- Resources
  - Time
  - Energy
  - Talents
  - Money
  - Space

II. Where to Buy

- Freedom of choice
- Available Marketplaces
  - Retail
  - Wholesale
  - Discount
  - Mail Order
  - Door-to-Door
- Competition

III. When to Buy

- Planned
- Impulse Buying
- Weekly Shopping
- Seasonal Shopping
- Special Sales

IV. What to Buy

- Decision-making
- Opportunity Costs (Cost in terms of alternatives sacrificed for the choice)
- Consumer-market Interaction
- Conventional, Classic or Stable
- Fads
- Price Factors
- Construction Factors

- Alterations and Additions
- Anticipated Maintenance
- Substitutions
- Insurance

V. How to Buy

- Advertising
  - Advantages
  - Disadvantages
- Labels
- Consumer Credit
- Consumer Responsibilities
- Consumer Rights
- Consumer Information
- Consumer Services
- Consumer Risks
- Consumer Protection
- Shopping Skills
- Qualitative and Quantitive Factors
  - Unit Cost
  - Anticipated Use
  - Care and Storage
- Fraud
  - Detecting
  - Reporting

SOURCES OF RELEVANT RESEARCH

...E.R.I.C. (Educational Resource Information Center)

This relatively new but invaluable source for retrieving research material is supported by the office of H.E.W. ERIC puts out a monthly listing of research available in education. The monthly catalog is called "Research in Education". A thesaurus also accompanies the catalog which contains a term-association list to make it easier for you to locate relevant research.

If you locate in ERIC a piece of research which you would like to read, you can order it for under $4.00 in a hard copy or for under $1.00 in microfiche.

Your materials center can order ERIC materials for you. Services from ERIC are available to libraries and materials centers for $21.00 per year and can be ordered from the Superintendent of Documents in Washington D.C.

If your library does not subscribe to ERIC services, you can write to R.E. Hancock, Program Services, Division of Vocational, Technical and Adult Education for help. He will check ERIC for you and send it to you.

Almost all libraries are now equipped with a micro-reader-printer. An attachment for reading micro-fiche can be obtained.

...EDUCATIONAL INDEX, H. W. Wilson Co.

This invaluable aid lists by subject matter, articles from professional journals such as: Journal of Home Economics, Forecast, AVA Journal, Illinois Teacher for Contemporary Roles.

...READERS GUIDE

This will list by subject matter articles from layman's magazines such as; Better Homes and Gardens, Good Housekeeping, House Beautiful, Consumer Report.

...B.I.P (Books in Print)

Listed by title and author, this guide will help you in checking publishers and prices of specific books. A subject guide to B.I.P. makes it easier to use. It does not review books.

...A.L.A. BOOK LIST (American Library Association)

50 E. Huron St., Chicago, Illinois 60611
This guide reviews books, film strips, film loops, etc.

...SCOTT'S PERIODICALS FOR SCHOOL LIBRARIES

Put out by A.L.A., you will want to check this listing for periodicals which can be carried in your school library.

...PUBLISHERS CATALOGS

The county materials center maintains an up-to-date shelf of publishers catalogs describing new books.

Your are strongly urged to work closely with the county materials center and the school library to keep the home economics section up-to-date.

PROMOTING HOME ECONOMICS

You, The Teacher - Salesman, Motivator

Home Economics teachers sometimes complain that they do not feel important to their school program. They blame guidance, administration or other teachers if they don't have the quantity or quality of students they think they should have.

When a salesman calls on a prospective customer the first time, he seldom is welcomed eagerly. He has to put in many long, hard hours selling his product to the customer. Also, he has to remember that the customer is there to make a profit. If he wants to sell the customer, he must show him that his product will be profitable for the customer.

Teachers should consider themselves as salesmen. If the program is not as popular as expected, if it seems that home economics is a "dumping ground" for undesirables, it may be time for teacher self-evaluation.

The administrators, guidance counselors, faculty, fathers, mothers and students are customers. They will value home economics if they feel that it will be profitable to them. Home economics must compete. How are we going to do it?

1. Look the part.

   Customers will judge home economics by the way the teacher looks. Can you teach good nutrition if you are too heavy? How can you teach line, design and color if you personally don't dress well? You should be dressed fashionably and in good taste. Your "customers" will appreciate it. "Wear well what you sell!"

2. Offer your services as a home economist to other teachers.

   Offer to teach a short unit on the psycho-sociological implications of clothing to a business education class. Include nutrition as the basis for good looks. This shows your customers that your product, home economics, is profitable to them. If possible, gauge your instruction so as to reinforce, apply or enrich instruction in language arts, mathematics, social studies, science, physical education, health and other areas of instruction.

3. Show and Tell

A good salesman puts on a super-demonstration! Keep so many exciting things going on in your department that your customers will stop in just to see what's happening in home economics.

4. Spread the word

The students, your customers, will flock to your classes if they find them exciting. They will spread the word, "Take home economics. It's really cool!"

5. Don't forget your community includes your customers, also. Be gracious in doing little favors such as judging contests. Welcome parents to your classes, inviting their participation. Ask your banker, food store manager, fabric shop manager and many other business people to talk to your classes or to serve on advisory committees. They will be flattered that you consider them experts.

6. It pays to advertize

Advertize what you are doing in your classes through radio, T.V., newspapers, assembly programs. Where the action is, home economics should be.

You - The Change Agent, The Innovator

Change agent? What is a change agent? You are a change agent when change in the home economics program occurs because of you; when the behavior of students improves because of home economics; because you had an idea you wanted to try out; because you caught the spark from new ideas and put them into practice. That makes you an innovator or a change agent. Change agents may not always be successful but at least they never atrophy from lack of use.

The ideas for change may originate most any place. The new home economics continuums are full of new ideas, just waiting for teachers who will dare to be different, who will dare to start a new program in their school to meet better the vocational needs of boys and girls.

The Home Economics Section of the Department of Education is eager to help start new programs which will implement the new continuums. You have only to ask for the help which you need. See the Directory of the State Home Economics Education Staff included on the last page of this guide.

Some of your ideas may not need financial support. Many innovative programs have been implemented into a school curriculum simply because a teacher wished to experiment. For this type of change only the consent of your principal and possibly someone on the County level is needed.

However, should you wish to implement a program which will require financial support, there are guidelines to follow. If you wish to initiate a wage-earning program you should:

1. Make an over-all evaluation of your total program. Decide how you might work a wage earning course into your present program. It may involve a change in teaching emphasis, revamping your curriculum or a shifting of student load and some rescheduling.

2. Survey your community to determine employment opportunities and students to determine their interests.

3. Evaluate your qualifications as a teacher of wage earning courses and plan to upgrade and expand your professional abilities with in-service training. You might participate in a summer workshop, enroll in an adult home economics skills course or a university course or work part-time at a related job.

4. When you have developed a plan, present it to your principal for his reaction. If he approves, be sure to inform other school administrative and guidance personnel of your plans and solicit their support and cooperation.

5. Contact your County Home Economics Supervisor or Local Vocational Director for assistance in implementing your program. Your Area Home Economics Supervisor or the Occupational Consultant may be contacted when their services are needed.

6. Check the county's policy on advisory committees and if permissible, organize an advisory committee to assist you in planning and obtaining community resources and services.

7. Adjust the course content to emphasize job orientation and job opportunities, and direct class experiencestoward a cluster of jobs utilizing similar skills.

8. Screen students to find those who can best profit by the training you can offer.

9. If you feel that you must have additional equipment, request that a project be included in The District Planning Guide for funds to provide this equipment through your supervisor or director of vocational education.

CONSULT THE HANDBOOK FOR FLORIDA HOME ECONOMICS WAGE EARNING PROGRAMS.

You, The Teacher - Challenger

The most important role of the classroom teacher remains that of interacting with students. The boundaries of such interaction involve all kinds of students including those with special needs. Such students are particularly sensitive to negative attitudes of teachers and, therefore, merit the utmost consideration, compassion and respect. The responsibility of the teacher to provide challenge and leadership for all students is irrevocable if the public school is to continue to assume its rightful position in the society.

Irrespective, however, of the special needs of various groups of students there exists a large area of commonalities in regard to existing needs that may be met by the dedicated and competent teacher.

Be enthusiastic. Particularly in the area of affective learning it is recognized that attitudes are caught, not taught. The enthusiasm you exude for what you teach is up to you.

Be up-to-date. Introduce your students to the latest developments and information. This mandates extensive reading and listening and keeping records of findings.

Use a variety of teaching strategies and educational resources. Many commercially prepared materials are excellent in addition to being free. All you have to do is ask. Also, most communities have an abundance of resource persons who have the expertise to enrich and enhance various areas of instruction.

Individualize your instruction. It is here where the teacher is critically in need of recognizing unique qualities in a student in order to best challenge his potential.

Slow learners.....

.....Are easily influenced and led by others.
.....Lack iniative and are not able to direct own activities.
.....Are less able to detect and correct own errors.
.....Tend to come to conclusions without considering all possible solutions.
.....Like quick results.
.....Respond better if curriculum content is related to social and economic positions of the students.
.....Need a variety of activities with some physical activity.

.....Need flexible and resourceful teachers.
.....Respond favorably to the interrupted deomonstration method of instruction.
.....Become more secure and stable when habit training and routine are utilized in instructional situations.
.....Are slow readers.

Gifted students generally.....

.....Perform well on standardized tests.
.....Achieve in the higher taxanomic levels.
.....Become bored if not challenged.
.....Serve well as teacher assistants and teachers of their peers.
.....Can carry on some level of research.
.....Are curious and think creatively.
.....Grasp abstractions and learns through simulated experiences.
.....Have a broad range of interests.
.....Exhibit advanced physical and social maturity.

Disadvantaged students frequently.....

.....Possess low reading ability.
.....Have a limited formal vocabulary and use poor speech construction and diction.
.....Are slow in performing intellectual tasks.
.....Exhibit poor health and poor health habits.
.....Present an anti-intellectual attitude.
.....Are indifferent to responsibility.
.....Engage in non-purposeful activity, much of which is disruptive.
.....Have had limited experiences of the sort schools assume most of their students have had with their families; for instance, contact with social, cultural and governmental institutions.
.....Exemplify failure syndrome resulting from apathy and lack of confidence.

You - The Evaluator and the Evaluated

It is probable that no program of education is any stronger than its system of evaluation. In fact, evaluation is such an integral part of the total learning situation that it cannot be isolated at any point - it extends from "what needs to be learned" to "what has been learned".

In brief the following observations may be made in regard to evaluation.

REASONS FOR EVALUATIONS

1. To discover individual differences and to diagnose learning difficulties.
2. To determine the effectiveness of learning experiences and materials.
3. To motivate students and to direct them toward increased self-evaluation.
4. To establish a process of assigning grades.
5. To provide students and teachers with a realistic assessment of achievements, competencies and deficiencies.
6. To develop a basis for career guidance.

GUIDELINES FOR EVALUATION

1. Evaluation should be continuous, from pretesting through the entire learning process to post-testing.
2. Evaluation includes all methods which indicate student growth.
3. Evaluation should be based on stated measurable objectives that have been assigned priority.
4. Evaluation should motivate learning rather than deter learning.
5. Students should know and agree with evaluation methods.
6. Grading should be objective and according to stated criteria.
7. Tests and accompanying directions should be stated with optimum clarity and conciseness.
8. Evaluation should cover cognitive, affective and psychomotor learning and should include testing of high as well as low levels of learning.
9. Evaluation should encourage rather than inhibit creativity, critical thinking, conceptualizing, social concern, responsibility, constructive behavior, and positive self-concept.
10. Realistic self-evaluation is the most effective kind of evaluation.

TECHNIQUES OF EVALUATION

1. *Observations of behavior* - these should be over a period of time, should not be based on recall and should include records.
2. *Games* - these might include puzzles, "bingo" or monopoly" type games, or simulated real-life situations.
3. *Assignments* - these should not be of the reading nature only, but also involve problems to be solved that necessitate searching for information.
4. *Projective techniques* - role-playing, completing unfinished sentences, self-rating charts, checklists and writing stories based on pictures.
5. *Surveys* - employers, parents and former students may represent the sampling.
6. *Tests* - these may include performance-based, essay-type, and guided response such as true-false, multiple choice, or a case study with selected courses of action. These kinds of tests may be data processed.

EVALUATION "NO-NO'S"

1. Failure to assess the student in regard to the specific material covered.
2. Failure to establish definite objectives that students understand and accept prior to instruction.
3. Testing on trivialities or "hidden items" so that students are confused as to the important issues.
4. Testing for the lowest levels of learning rather than higher levels.
5. Presenting questions with ambiguous terminology and confusing organization. These are known as "trick" questions.
6. Failure to choose the most simple answering system.
7. Providing test directions that require undue time and concentration or directions that are misleading.

OTHER ASPECTS OF THE VOCATIONAL HOME ECONOMICS PROGRAM

Since vocational home economics is designed to be of optimum relevancy and includes real-life situations, out-of-class experiences are an integral and vital part of the program.

THE ADVISORY COUNCIL

With the emphasis on wage earning programs the use of an advisory council has added new dimension to the vocational home economics program. An advisory council can help improve the instructional curriculum so that it will be more relevant to the needs of the students. Who knows better the problems and practices of the world of work than those who are currently employed in those jobs? An advisory council may:

.....Assist in placing occupational students in learning situations outside the school, thus helping the students achieve their goals.

.....Help students secure part-time or full-time jobs while attending school or upon completion of the wage earning course.

.....Bring increased recognition to students, sometimes to those very students who may never before have received recognition for superior achievement.

.....Help the teacher to organize, conduct and evaluate a home economics program geared to local needs and interests.

By involving business and industrial leaders in the business of education, business and industry become a part of the educational process. When help is needed to sell education to the community, the advisory council will stand ready to provide the needed support, advice and assistance.

An advisory council may be organized for the individual school, for a cluster of schools, or for the county.

To initiate an advisory council:

1. Request permission of the local school board.
2. Select representatives from (a) different areas, (b) different occupations, (c) people who have the time, interest and energy to devote to the program.

3. Ask the chairman of the school board, the principal or the superintendent to write a letter of invitation which also sets the first meeting time.
4. Elect a chairman (other than the teacher).
5. Draw up tentative guidelines for (a) objectives, (2) selection of members (3) time of meeting, (4) ways to evaluate the work of the council.

OUT-OF-CLASS CONTACTS

If the purpose of home economics is to prepare individuals for job responsibilities in the home and in the community, the program must be relevant to both the individuals and situations involved.

Although the home visit is generally by invitation from the family to the teacher, it is recommended that early in the year the teacher send a letter home by the student suggesting the possibility of a home visit. The home and community contact program differs from the home visitation program in that in implies several different ways of maintaining communication between the home and the school.

Home contacts can be made in different ways but the essential objectives remain the same.

1. To secure a better understanding of the home environment.
2. To become better acquainted with the student and the family.
3. To understand some of the needs of the family and some of the limitations the student may face.
4. To help in selecting, planning and conducting extended experiences.
5. To interpret objectives of the home economics program.

There may be reasons why a home visit may not be the best method for a home contact and a home visit to every home may not be needed nor desirable. A teacher should make selected visits where and when such visits will help accomplish a definite objective.

Many of the purposes of a home visit can be accomplished by group meetings. These will be more effective if the group is kept small to allow free communication and interchange of opinions. The teacher may not have an intimate glimpse into the home environment of the student but it will be possible for her to use her time more efficiently in group meetings.

Whatever the means of the home contact, a record should be kept of the purpose and results of the contact. The guidance department should be aware of this part of the program.

EXTENDED EXPERIENCES

An extended experience should be considered as a learning experience with a stated objective just as any learning experience in the classroom should have a definite objective. An extended experience should be conceived as much broader in application than the student's immediate home environment.

Extended experiences should be an extension of classroom experiences. They should stem naturally from the learnings of the classroom and not be imposed artificially.

Extended experiences may be short term or long term. Only a long term experience can properly be called a project. A student should accomplish many short term experiences in any one unit of instruction. It differs from a project not only in amount of time required for completion, but in depth of learning and the creativity involved.

An extended experience should not be limited to a home project.

From the above descriptions we may define an extended experience as a learning activity, short term or long term to be done at home or in an appropriate out-of-class setting, selected and planned to help achieve specific learning objectives and integrated with the classroom learning objectives and activities.

To implement the extended experience design the program should be introduced early in the school year as a natural outgrowth of class discussion. First extended experiences should be short term, suggested by the students as things they might observe, do, or participate in at home or in the community that would give relevancy to the classroom work.

Long term experiences may be introduced later as the student develops sufficient background and interest for them. Not all students should be required to do a long term experience. It is easier to fit a short term experience to the learning level of the student.

The family of the student, the school administration and other faculty members need to understand the extended experience program. This is a place to use the home contact.

Short class periods, application of home economic principles to the home, need for independent learning, relevancy to life situations--these are all good reasons for the extended experience program.

There are many ways to interpret the home experience program to those who need to know about it. The home contact program and the home visit are just two of these means. Other ways may involve a letter to the parents, a telephone call as needed, radio or T.V. program, newspaper articles or exhibits.

THE MIDDLE SCHOOL

The middle school represents that level in career education referred to as the exploratory level. Dr. William Alexander of the University of Florida defines the middle school as an "institution to serve the middle level of childhood." He says it should focus on the in-between years, between elementary school and high school. These students are unique in that they are in a developmental stage referred to as "transescence"-in transition between childhood and adolescence. These students, ages 10-14, are characterized by rapidity of change which makes them quite varied in their development. These changes are both physical and psychological. Physically they are in all stages between childhood and adolescence. Psychologically they are in a stage described as an "identification crisis". In this struggle for self they are seeking the answer to the question, "Who am I?" They must find their place among friends, learn sex roles and strive for independence.

The grade structure and facilities for the middle school vary. Generally the grade structure includes three grades between grades five and nine with the combination of grades 6-7-8 being a frequently used organization. Separate facilities are needed for a middle school. Many school districts are building new open concept buildings for this in-between age. Older facilities, however, may be adapted to the middle school program.

The middle school seeks to provide a better education for the students through an individualized approach, a student-centered program, flexibility in scheduling, interdisciplinary instruction, open concept facilities, some form of team teaching and the offering of a wider range of exploratory courses at lower grade levels. No middle school should be the typical middle school for each should be designed to meet the unique needs of the individual students and community served.

One example of an organizational pattern used by a middle school may be described as follows: The facility is designed for 750-800 students. One hundred twenty-five to one hundred thirty students of the same grade level are assigned heterogeneously to a teaching team of four teachers. Each teacher is the home base teacher-counselor for approximately thirty-five of the students. In addition, the teacher has the major responsibility for teaching his academic speciality to the entire group. These teachers are assisted by aides and/or paraprofessionals.

The students are with the teaching team for blocks of time. The use of this time is very flexible. Students spend some of this time each week in large group instruction, some in small groups, and some on independent-study assignments.

Each student has a program specifically tailored to meet his individual needs, talents, achievement levels and interests. The work of the teaching team is supplemented by such persons as specialists, psychologists and counselors.

In addition to the time spent with the teaching team, the students are allowed to have a choice in the selection of exploratory courses. This enables them to take the courses they feel are relevant to their interests and needs at a particular time. They are encouraged to take a wide variety of exploratory courses during the middle school years.

When students are in physical education and exploratory courses the teaching team has planning time together. This provides two planning periods daily. By working as a teaching team with flexibility in schedules, released time is made available to individual teachers for staff development activities, etc.

GENERAL GUIDELINES FOR MIDDLE SCHOOL HOME ECONOMICS

The following guidelines should be considered in the development of a middle school home economics program:

1. Plan for an individualized program that is tailored to talents, interests, needs and achievement levels of each student. This individualized program does not mean each student works alone all of the time. Most of the work is in small groups made up of students with similar interests.

2. Use of a nongraded approach. Organize the home economics course into levels rather than grades. This permits students to move at their own pace yet does not hinder the student who is capable of going into more depth. There are no grade limitations. Some students in a class could be doing what is generally considered high-school work.

3. Plan for increasing numbers of boys. When students are allowed to elect those courses of particular interest boys are in the classes. "Tweenage" boys are interested in home economics skills when the activities are relevant to their needs and their interest.

4. Organize an activity centered program. Students learn by doing. Activity projects should show quick results. If possible organize the program so that maximum use is made of all equipment.

5. Use of a skills approach. Students come to home economics expecting to learn the skills traditionally associated with home economics. Provide this opporutnity for them. This will provide an entre for emphasizing verbal skills, manipulative skills, social skills, quantitative skills and others.

6. Include consumer education as an inherent part of all instruction.

7. Emphasize employability skills. Many home economics skills are general employability skills. Identify these to the students. (See p.)

8. Introduce students to career opportunities and to the fields of vocational preparation available in senior high and post-secondary programs. Particular emphasis should be given to the occupational opportunities in home economics related areas.

9. Prepare for team teaching and interdisciplinary instruction. This may be in well organized and planned joint programs or in short units. It may involve both academic teachers and vocational teachers.

10. Evaluate on an individual progress basis. Individualized instruction is success-oriented and, therefore, students should be evaluated accordingly. Hopefully, students are increasingly involved in the evaluation process to the extent that they gradually assume self-evaluation responsibility.

11. The objectives in the middle levels of the continuum were written so as to be consistent with middle school philosophy and operation. These should be referred to for specific assistance.

SHOULD YOU JOIN ANY OR ALL OF YOUR PROFESSIONAL ORGANIZATIONS?

The answer is an emphatic YES - ALL OF THEM! Listed below are some of the reasons.

1. In a populous and complex society action more frequently than not depends heavily upon group efforts.
2. Legislative decisions have profound effects on professional operations and activities.
3. An active voice in the legislature is expensive and such a burden cannot be borne by only a few.
4. Contacts made with fellow professionals at conferences and conventions are invaluable - and delightful.
5. Opportunities are provided to attend high-level conferences and to "rub shoulders" with authorities in the profession and in related professions.
6. Professional journals allow members to contribute to the advancement of the profession and to profit from the contributions made by fellow professionals.
7. IT IS HIGHLY PROBABLE THAT FEDERAL FUNDS FOR VOCATIONAL HOME ECONOMICS WOULD NOT BE AVAILABLE TODAY HAD WE NOT HAD THE SUPPORT IN RECENT YEARS OF THE AMERICAN VOCATIONAL ASSOCIATION.

THERE IS A LISTING ON THE FOLLOWING PAGES OF PROFESSIONAL ORGANIZATIONS TO WHICH YOU SHOULD BELONG.

1. American Home Economics Association (AHEA)
   2010 Massachusetts Avenue, N.W.
   Washington, D. C. 20036

   Dues: $30.00 ($21.00 for national, $9.00 for state)

   Publication: Journal of Home Economics

   Annual meeting: End of June

   Membership in AHEA is the opportunity to share the benefits of an action program designed to serve professional home economists and enhance their long range service to society.

   Membership is open to persons with:

   a. Bachelor's degree or an advanced degree with a major in home economics or in a specialized area of home economics.

   b. Bachelor's degree or an advanced degree with a major in a specialized subject area related to home economics with a minimum of two years experience in home economics.

   Florida Home Economics Association (FHEA)

   Membership in FHEA is possible only through membership in AHEA.

   Dues: included in AHEA dues.

   Publication: Home Economics Association Report (HEAR)

   Annual Meeting. April or May

   Districts of FHEA

   The membership of FHEA is divided into districts. The chairman of each district is a member of the governing board of FHEA.

Dues: Included in AHEA dues

Meeting: Set by each district

2. American Vocational Association (AVA)
1510 H Street, N.W.
Washington, D.C. 20005

AVA provides the opportunity to share the benefits of an action program with other persons who are engaged in vocational education. AVA provides information concerning legislative proposals which affect vocational education.

Dues: $17.00

Publication: American Vocational Journal
The AVJ Board has a representative from each of the subject areas of vocational education.

Annual Meeting: December

Florida Vocational Association (FVA)

Executive Secretary - Mrs. Merlease Coons
P.O. Box 4686
Pensacola, Florida 32507

Publication: FVA Newsletter

Dues: $5.00

Annual Meeting: Early in August in conjunction with the Florida Vocational, Technical and Adult Conference

In addition, many school districts have local vocational associations.

3. National Education Association (NEA)
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

The NEA is the professional organization for all persons involved in education on any level.

Dues: $25.00 annually

Publication: Today's Education

Annual Meeting: July

Florida Education Association (FEA)
208 W. Pensacola Street
Tallahassee, Florida 32304

The FEA is the state organization of NEA. Dues are paid separately.

Dues: $40.00 annually

Annual Meeting: March or April

Home Economics Education Association (HEEA)
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

HEEA is a voluntary organization of home economics educators and others associated with or interested in home economics instruction in schools or colleges.

All members receive annually two or more booklets on timely subjects plus a newsletter.

Dues: $5.00

Annual Meeting: In conjunction with that of NEA

MANAGEMENT OF THE HOME ECONOMICS DEPARTMENT

A well-managed home economics department will lead to better teaching. The home economics teacher should have her department functioning so smoothly that the mechanics of the organization are not visible on the surface.

Filing systems. There should be at least one four drawer file in every room of the department. An alphabetized system of filing inter-office memos, school directives, county directives and forms, state forms, correspondence and all the other myriad things which need filing, will assist the teacher to find the needed paper at the time it is needed. A student assistant who is taking office education as well as home economics would be of great value.

Each student should have a folder in the file. Tests, reports of home visits, reports of home experiences and all other information which is pertinent to the student's evaluation should be placed in the folder. The student file should be available to the student to help in self-assesment. It is best not to keep confidential information in the student folder. Such information should be in the cumulative folder in the guidance office.

A hanging stencil file is an efficient way to keep stencils which may be used again. The teacher should periodically dispose of the files which are obsolete.

A file copy of every piece of instructional aid should be kept for reordering purposes.

Instructional aids. Shelves and cupboards are indispensable to teaching home economics. Instructional aids from commercial sources should be on labeled shelves and an index should be kept of them so that they can easily be located for distribution as needed. Check supplies for reordering periodically.

A special cabinet for film strips can be purchased. Film strips can be costly and they should be kept in good condition. When a script accompanies the filmstrip, it should be kept in the alphabetized file for easy reference.

Textbooks. Home economics textbooks are usually colorful and attractive to the students. Sometimes they seem to "walk away". In many schools home economics textbooks are not issued to the students but kept in classroom sets for student use during the class period. This puts the responsibility on the teacher for counting the books at the end of each class. A student textbook chairman can be of great help to the teacher. Remember to stop the class five minutes before the bell rings. Then the textbook chairman will have time to check the books and report to you. You may have to check on the chairman, too. Discuss with the principal the school or county policy for replacement of lost books.

Equipment. Many teachers color-code the unit kitchens with a stripe of color painted on tableware, utensils and the bottom of dishes for each unit kitchen. This makes it easy to return each piece to the proper kitchen.

Each cupboard and drawer should have a list of the utensils and equipment which it should contain.

A scissor board helps in keeping track of scissors in the clothing laboratory.

A missing presser foot on a sewing machine can quickly cause many lost hours of sewing time. When the machine is put away, each student at the machine should put the presser foot on top of the machine cabinet. The teacher can easily see if one is missing.

Each county has a system for maintenance and repair of equipment. Make sure you understand the channels by which you can secure repairs as needed. Do not let needed repairs pile up, but request them as they occur.

Most counties supply the school with money for replacement of worn out equipment or for buying additional new equipment. At the beginning of the year check with the principal on the amount of money available in the budget for home economics. Most equipment is put out for bid, and your request must go into the principal in early spring if the needs of the department are to be met.

Maintenance of the equipment should be part of the learning experiences of the student. Take time to train students thoroughly in use and care of equipment. Home economics departments have very expensive equipment and you are accountable for the way it is used.

Housekeeping Duties. Keeping the department clean is also part of the learning experiences of the student. A department should show clearly that it is being used, but it should never be left in a disorderly or unclean state. Stopping the lesson five minutes before bell time will give the housekeepers time to complete their duties.

Inventory of equipment. A complete inventory of all equipment should be taken at the beginning and at the conclusion of the school year. If laboratories are switched between teachers at semesters, the departing teacher should give an accurate inventory list to the incoming teacher. At the end of the year an order should be submitted to the principal for replacement of lost or broken equipment.

Supplies. Supplies differ from equipment in that they are non-permanent in nature and usually consumable. They are normally used and depleted by the students during the course term. This would include such things as paper supplies, food, needles, pins, tracing paper, experimental supplies and might include glasses and dishes, depending on the county policy.

The state recommends that each accredited home economics program that is vocationally funded be supplied with adequate money to carry out the objectives of the program. In most schools this money is added to the school budget but is earmarked for home economics. The school bookkeeper handles the fund. If you feel that the money is insufficient for your needs, appeal to the principal. If necessary, appeal to the county or area supervisor.

All counties have policies governing the use and accounting for such sums of money. You should keep accurate records of what you spend and be able to defend your spending if necessary. Buy a simple account book.

Adult Program. Schools are becoming more and more community schools rather then just secondary or elementary. Home economics is a popular subject with adults. The secondary teacher must realize that the department is not "hers" but belongs to the community. Take time to become acquainted with the teacher of adults. Talk over the mutual problems of both using the same equipment. Work out with her an arrangement for taking care of repairs. Check the equipment when you leave at night and again in the morning. Report any loss immediately. The county supervisor can help you.

Double use of equipment means that the equipment will wear out faster. The county should make provisions for repairing and replacing the equipment as it becomes inoperable or obsolete.

Two or more teacher departments. If two or more teachers use a department, one of them should be designated department chairman.

The chairman or head of the home economics department has much responsibility. Within the framework of school policy she should:

1. Supervise the taking of inventory.
2. Check use of supply money.
3. Write specifications for new equipment.
4. Check textbooks and reference books.

5. Attend meetings between principal and department heads.
6. Check library resources.
7. Participate in FHA.
8. Send vocational report forms to principal, county office or state as needed.
9. Cooperate with the county or area supervisor.
10. Work with other teachers for the improvement of the instructional program.

Differentiated staffing. Differentiated staffing means to distinguish among school personnel according to training, level of competency, experience, interest or demands of a changing school environment. Traditionallv, teachers have performed the same general tasks with little regard for these special characteristics. Teachers have also performed tasks which could be done easily and perhaps more competently by personnel other than the teaching staff.

Before staff differentiation can occur, an analysis must be made of tasks already being performed. The analysis provides the basis for decisions such as reassignment of tasks, automation of certain tasks, introduction of aides and diversified training.

Within the classroom, teachers usually perform the following functions:*

1. Student Diagnosis - diagnosing the needs of students on a periodic basis.
2. Prescription - prescribing appropriate learning sequences to enable the learner to fully develop his potential
3. Goal Setting - helping the student to establish relevant educational goals
4. Instruction - through various means providing the appropriate learning experience and assisting the learners in proceeding through programs in a way which will develop a self directed and continuously active learner.
5. Evaluation - the manner and relative efficiency in which the system is achieving its goals
6. Motivation - the provision of motivational consequences for learning in the environment
7. Environmental control - management of environmental logistics
8. Group Interaction - the management of group instruction and group interactivities
9. Records Maintenance - keeping accurate records for accountability
10. Personal Development - the continued self-renewal of staff members

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*Florida School Staffing Study, "Task Analysis for Differentiated Staffing", Dept. of Education, Tallahassee, Florida.

On the basis of job description and analysis, specific activities are assigned to aides, beginning teachers, regular teachers, master teachers and administrative teachers. Each teacher is assigned the function best suited according to the criteria previously described.

Differentiated staffing is essential for team teaching. It assigns tasks to the person best qualified to perform them efficiently. It frees the teacher from tasks not directly concerned with classroom teaching. It sets the salary schedules according to the tasks performed. Differentiated staffing is in the experimental stage in the elementary and secondary schools. In planning a program, you should understand the implications of the term.

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